LEA	ETIWANDA SCHOOL DISTRICT		LCAP YEAR 2014-15
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§ 15497. Local Control and Accountability Plan and Annual Update Template.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

***Basic**: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

B. Pupil Outcomes:

Pupil achievement*: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes*: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement*: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement*: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate*: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	**Impact on LCAP**
Etiwanda School District's goal is to involve parents, community members, students, and school staffs in the development, review, and implementation of the LCAP goals. <u>Parent Outreach:</u> ESD provides parents of all students the opportunity to be an active participant in the development of LCAP goals through its annual parent survey administered each school year. 13,608 parents were invited by flyer distribution to every student in the district to participate in the 2013/14 Parent Survey between February 24 and March 7. An initially low number of survey participants required a change in the administration and removal of the access code used to increase the	Parent survey results indicate: Parents are satisfied with the school facilities, services and programs for students, school climate, and volunteer opportunities. Parents indicated their child felt safe at school and they felt welcome at school. Overall 79% were satisfied most of the time with the education their child received this year. Parent survey results indicated that parents would like to see more hands-on learning, after school programs, science and engineering programs, after school sports, access to technology, advanced programs, and books in the library, in that order. Areas of improvement indicated by the Parent survey show that Hispanic, White and Two or More Race families feel less informed about school programs for their child.

Involvement Process	Impact on LCAP
quality of the data by deterring automated responses or multiple responses by a single user. The access code for the survey was removed on March 7 and an automated message was sent to all parents inviting them to participate in the survey, without an access code, through the extended window of Monday, March 10. In order to reach more parents and collect maximum input in 2014/15, the survey window will be conducted during more optimal windows of time and without an access code. An additional Parent Survey for input on the LCAP goal development was mailed directly to student populations that were under-represented in our district-wide survey (unduplicated pupil families). <u>Parent Stakeholders:</u> LCAP goal priority development activities are coordinated with the District Advisory Council (DAC), English Language Advisory Council (ELAC), School Site Councils (SSC), and PTA/PTO leadership between January and March. <u>Student Outreach:</u> ESD provides students in grades 3 – 8 the opportunity to be an active participant in the development of LCAP goals through its annual student survey administered in the spring of each school year. <u>District Stakeholders:</u> LCAP goal development activities are coordinated with cabinet level administrators, school site administrators, and other employee groups to establish priorities for LCAP goal development. <u>Staff Stakeholders:</u> Staff members who serve on District Advisory Council (DAC), English Learner Advisory Council (ELAC), and School Site Councils (SSC) participant in LCAP goal development in their role as a council member. The Etiwanda Teachers Association (ETA) Executive Council participated in goal development activities as representatives of the Etiwanda teachers. Prior to adoption by the Board of Trustees, the LCAP goals and actions are provided to the ETA Executive Council for review and comment. <u>Community Outreach:</u> An invitation to the school and parent community to review the draft LCAP at the LCAP Community Night on Tuesday, April 29, 2014 gave district community stakeholders an opportunity to provide input on draft LCAP goals and action steps. A second LCAP Community Night is scheduled on Tuesday, May 13 provides a	Unduplicated Pupils parent survey results indicate: Parents strongly agree that their child school encourages parent participation and communication, provides their child with a broad course of study, is in good repair, and that their child generally feels safe at school. Areas of improvement include preparing their child for high school, college and career and that student achievement is the primary focus of their child's school. Unduplicated pupils Parent Survey results indicated that parents ranked the following as priorities for their school: more after school programs, more theater, music and art activities, more hands-on learning, advanced programs, science and engineering programs, access to technology, improving classroom instruction, intervention for low performing students, and more books in the library, in that order. Student Survey results indicate: Students are satisfied with the help they receive at school. They generally enjoy coming to school and feel safe and welcome. Student surveys indicate students are transitioning to the new state standards (Common Core) more quickly in the area of Math than Language Arts. Areas of improvement include creating an environment where students treat each other with respect and treat those who get good grades with respect. Overall 99% of the students surveyed indicated their school expects students to work hard. Goal development activities with Parent stakeholders indicated the following as priorities for ESD in goal development: • Preparing teachers to implement rigorous curriculum (SP1) • Implementing the state academic standards (Common Core) for all students (SP2) • Using technology in all curriculum areas for both students and teachers (SP2) Information related to the outcome of the goal development activities with stakeholders is available, prior to drafting LCAP, to the public in the spring at the Board Meeting for additional input and review. Goal development activities with District stakeholders indicated the following as priorities for ESD in goal development: • Preparing teachers to implement rigorous curriculum (SP1)

Involvement Process	Impact on LCAP
second opportunity for staff and parent community to give input on updated actions and goals. An invitation to local community stakeholders to join the Etiwanda School District in the early stages of developing LCAP goals will be scheduled in the 2014-15 school year. The draft LCAP will be posted to the Etiwanda School District webpage for parents, school staff, and the community to view for 30 days prior to the Board of Trustees final consideration for approval. An online response form is available for parents, school staff, and the community to provide feedback and suggestions. <u>Public Hearing:</u> Two Public Hearings on the LCAP are scheduled during the Board Meeting for public comment, feedback and suggestions. • Thursday, May 15 at 6:30 pm • Thursday, June 19 at 6:30 pm A draft copy of the LCAP and Parent / Student / At-risk Student Parent survey results posted on the Etiwanda School District website that includes a stakeholder online portal to submit feedback beginning May 8. Stakeholder feedback provided during the draft LCAP public hearing on May 15 and June 19 will be reviewed by the Board of Trustees.	• Implementing the state academic standards (Common Core) for all students (SP2) • Using technology in all curriculum areas for both students and teachers (SP2) • Ensuring every student has access to standards-aligned instructional materials (SP1) • Closing the achievement gap (SP4) • Supporting English learners towards English proficiency and increase reclassification rate (SP4) • Providing access to grade content curriculum to English learners (SP2) Information related to the outcome of the goal development activities with stakeholders is available, prior to drafting LCAP, to the public in the spring at the Board Meeting for additional input and review. 4/29/14 DAC/ELAC Meeting input assisted the district in clarifying actions and goals. Feedback received at the meeting was used to update/revise goals and action steps. Information on specific updates and revisions is indicated on the LCAP in the *Identified Need and Metrics* area in Section 2 and as footer in Section 3. 4/29/14 LCAP Review Community Forum input assisted the district in in clarifying actions and goals. Information on specific updates and revisions is indicated on the LCAP in the *Identified Need and Metrics* area in Section 2 and as footer in Section 3. 5/13/14 LCAP Review Community Forum input assisted the district in clarifying actions and goals. Information on specific updates and revisions is indicated on the LCAP in the *Identified Need and Metrics* area in Section 2 and as footer in Section 3. 5/15/14 LCAP Public Hearing input assisted the district in clarifying actions and goals. Information on the parent survey and plans to increase participation for 2014/15 was updated in Section I: Stakeholder Engagement. Additions and/or changes to the LCAP may be implemented based on additional LCAP Community meetings, public hearings, and LCAP online feedback.

Involvement Process	Impact on LCAP
	The Etiwanda School District has organized their Local Control and Accountability (LCAP) goals around the eight State Priorities in the following order: <u>Conditions of Learning</u> Goal Area 1: Basic Goal Area 2: Implementation of State Standards Goal Area 3: Course Access <u>Pupil Outcome</u> Goal Area 4: Pupil Achievement Goal Area 5: Other Pupil Outcomes <u>Engagement</u> Goal Area 6: Parent Involvement Goal Area 7: Pupil Engagement Goal Area 8: School Climate NOTE: "Unduplicated Pupils" means pupils who (1) are English learners, (2) meet income eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are in foster care. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b)(2) and 42238.02(b)(1)).

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric What needs have been identified and what metrics are used to measure progress?	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? *(based on identified metric)*			Related State & Local Priorities Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.
	Description of Goal	Applicable Pupil Subgroup(s) Identify subgroups or indicate "all" for all pupils.	School(s) Affected Indicate "all" if the goal applies to all schools in the LEA		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
1.1. Need: Hire and retain highly qualified, appropriately credentialed teachers. Metrics: Teacher misassignment annual review and report by COE *7/29/14* *Metric alignment*	**1.1** **All students will be provided instruction by a highly qualified, appropriately assigned teacher.**	All	All		Students will benefit from having 100% of teachers highly qualified and appropriately assigned as reported by teacher misassignment review by COE.	Students will benefit from having 100% of teachers highly qualified and appropriately assigned as reported by teacher misassignment review by COE.	Students will benefit from having 100% of teachers highly qualified and appropriately assigned as reported by teacher misassignment review by COE.	**State Priority 1** Basic Services **District Strategic Priority:** Human Resources:
1.2 Need: Probationary teachers obtain clear teaching credential through BTSA program. Metrics: Annual BTSA Survey	**1.2** **Probationary teachers participate in the Beginning Teacher Support and Assessment (BTSA) induction program.**	All	All		Students will benefit from having 100% of probationary teachers report a positive impact on their ability to meet students' needs as a result of participation in BTSA induction, as reported on the BTSA survey	Students will benefit from having 100% of probationary teachers report a positive impact on their ability to meet students' needs as a result of participation in BTSA induction, as reported on the BTSA survey	Students will benefit from having 100% of probationary teachers report a positive impact on their ability to meet students' needs as a result of participation in BTSA induction, as reported on the BTSA survey	**State Priority 1** Basic Services **District Strategic Priority:** Student Learning & Achievement

1.3 Need: Provide all students with access to standards-aligned instructional materials. Metrics: Governing Board annual certification of sufficiency of standards-aligned instructional materials for all students, including English learners; *7/29/14* *Metric alignment*	**1.3** **Provide students with access to standards-aligned instructional materials.**	All	All		All students will have access to most recent state adopted CCSS-aligned core and intervention materials in Math, as indicated by the Governing Board annual certification. All students will have access most recent state adopted CCSS-aligned core and intervention materials in ELA and a scope and sequence that aligns the Common Core State Standards with current instructional materials as indicated by the Governing Board annual certification. All students will have access to sufficient state adopted core materials in in science and social studies as indicated by the	All students will have access to most recent state adopted CCSS-aligned core and intervention materials in Math, as indicated by the Governing Board annual certification. All students will have access most recent state adopted CCSS-aligned core and intervention materials in ELA and a scope and sequence that aligns the Common Core State Standards with current instructional materials as indicated by the Governing Board annual certification. All students will have access to sufficient state adopted core materials in in science and social studies as indicated by	All students will have access to most recent state adopted CCSS-aligned core and intervention materials in Math, as indicated by the Governing Board annual certification. All students will have access most recent state adopted CCSS-aligned core and intervention materials in ELA and a scope and sequence that aligns the Common Core State Standards with current instructional materials as indicated by the Governing Board annual certification. All students will have access to sufficient state adopted core materials in in science and social studies as indicated by	**State Priority 1** Basic Services **Etiwanda Strategic Priority:** Instructional Program:

					Governing Board annual certification.	the Governing Board annual certification.	the Governing Board annual certification.	
1.4 Need: Maintain facilities to provide adequate space and access, including technology infrastructure and class size reduction classrooms. Metrics: William's Quarterly report; Parent survey *4/29/14* *DAC/ELAC LCAP Review - Baseline to be established* *7/29/14* *Metric alignment*	**1.4** **Provide adequate and updated facilities that support the instructional program and meet district's educational priorities and goals.**	All	All		Students will benefit from facilities that are clean and kept in good repair, as indicated on annual William's certification report.. The percent of parents that report their child's school facilities are "kept clean and in good repair" on Parent survey will determine baseline for improvement.	Students will benefit from facilities that are clean and kept in good repair, as indicated on annual William's certification report. The percent of parents that report their child's school facilities are "kept clean and in good repair" on parent survey will increase from prior year.	Students will benefit from facilities that are clean and kept in good repair, as indicated on annual William's certification report. The percent of parents that report their child's school facilities are "kept clean and in good repair" on Parent survey will maintain or increase from prior year.	**State Priority 1** Basic Services **District Strategic Priority:** Facilities
1.5 Need: Maintain safe school facility and environment Metrics: Annual Board-approved Safe School Plans; Parent survey *4/29/14* *DAC/ELAC LCAP Review - Baseline to be established* *7/29/14* *Metric alignment*	**1.5** **Implement the Etiwanda Safety Plan at all schools.**	All	All		Students will benefit from a safe school environment, as indicated on annually Board-approved Safe School Plans. The percent of parents that report their child feels safe at schools on the Parent	Students will benefit from a safe school environment, as indicated on annually Board-approved Safe School Plans. The percent of parents that report their child feels safe at schools on the Parent	Students will benefit from a safe school environment, as indicated on annually Board-approved Safe School Plans. The percent of parents that report their child feels safe at schools on the Parent	**State Priority 1** Basic Services **District Strategic Priority:** Facilities **Etiwanda School District Safety Plan**

					survey will determine baseline for improvement.	survey will increase from prior year.	survey will increase from prior year.	

Identified Need and Metric What needs have been identified and what metrics are used to measure progress?	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? *(based on identified metric)*			Related State and Local Priorities Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.
	Description of Goal	Applicable Pupil Subgroup(s) Identify subgroups or indicate "all" for all pupils.	School(s) Affected Indicate "all" if the goal applies to all schools in the LEA		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
2.1 Need: Ongoing professional development, instructional support and collaborative planning time is needed for teachers to be prepared to effectively deliver CCSS instruction. Metrics: ESD Common Core Implementation Plan; Professional Development sign-in sheets and training evaluations; *7/29/14* *Metric alignment*	**2.1** **Build teacher capacity to effectively implement the content and performance standards through ongoing professional development, instructional support and collaborative planning time for all teachers.**	All	All		Students will benefit from having 95% of teachers participate in a minimum of three district sponsored CCSS professional development days, as outlined on the CCSS Implementation Plan and recorded through professional development sign-in sheets. The percent of teachers that report they feel better prepared to teach CCSS in their assigned classroom as the result of the training and	Students will benefit from having 95% of teachers participate in a minimum of three district sponsored CCSS professional development days, as outlined on the CCSS Implementation Plan and recorded through professional development sign-in sheets. The percent of teachers that report they feel better prepared to teach CCSS in their assigned classroom as the result of the training and	Students will benefit from having 95% of teachers participate in a minimum of three district sponsored CCSS professional development days, as outlined on the CCSS Implementation Plan and recorded through professional development sign-in sheets. The percent of teachers that report they feel better prepared to teach CCSS in their assigned classroom as the result of the training and	**State Priority 2** Implementation of State Standards **State Priority 1** Basic Services **Etiwanda Strategic Priority:** Instructional Program

					support received, as indicated on professional development evaluations, will determine baseline for improvement.	support received, as indicated on professional development evaluations, will increase from prior year.	support received, as indicated on professional development evaluations, will increase from prior year.	
2.2 Need: Assessment is needed to accurately inform instruction and identify areas that need additional support. Metrics: California Assessment of Student Performance and Progress (CAASPP); Academic Performance Index (API); Interim assessment; *7/29/14* *Metric alignment*	**2.2** **Use Smarter Balanced and/or local assessments of new state standards Common Core State Standards (CCSS) to inform instruction, identify students in need of intervention or enrichment.**	All	All		Students will benefit from the use of state and local assessments in identifying student strengths and needs and informing instruction as indicated by performance on CAASPP and API score. Baseline for pupil achievement will be determined in 2014/15.	Students will benefit from the use of state and local assessments in identifying student strengths and needs and informing instruction as indicated by performance on CAASPP and API score. Pupil achievement will increase from prior year.	Students will benefit from the use of state and local assessments in identifying student strengths and needs and informing instruction as indicated by performance on CAASPP and API score. Pupil achievement will increase from prior year.	**State Priority 2** Implementation of State Standards **State Priority 5** Pupil Engagement **District Strategic Priority:** Instructional Program
2.3 Need: Additional technology training that supports common core instruction. Metrics: Student surveys; professional development training evaluations; *7/29/14* *Metric alignment*	**2.3** **Increase student engagement and learning of Common Core State Standards (CCSS) through the effective use of technology in daily instruction.**	All	All		Students will use technology to extend and enhance CCSS learning, a minimum of once a week, as reported on Student survey. The percent of teachers that report they feel	Students will use technology to extend and enhance CCSS learning, a minimum of once a week, as reported on Student survey. The percent of teachers that report they feel	Students will use technology to extend and enhance CCSS learning, a minimum of once a week, as reported on Student survey. The percent of teachers that report they feel	**State Priority 2** Implementation of State Standards **State Priority 5** Pupil Engagement **District Strategic Priority:** Technology

					better prepared to teach CCSS using technology, as reported on professional development training evaluations, will determine baseline for improvement.	better prepared to teach CCSS using technology, as reported on professional development training evaluations, will increase from prior year.	better prepared to teach CCSS using technology, as reported on professional development training evaluations, will increase from prior year.	**Etiwanda Technology Plan:** Actions steps to ensure all students and teachers have increased access to educational technology.
2.4 Need: Instructional resources aligned to CCSS are needed to bridge the gap between current Board-adopted textbooks and CCSS. Metrics: Governing Board annual certification of sufficiency of standards-aligned instructional materials for all students, including English learners; CCSS aligned support materials and resources developed by site representatives. *7/29/14* *Metric alignment*	**2.4** **Develop and/or procure instructional materials aligned with CCSS to support effective daily instruction of CCSS.**	All	All		Students will benefit from access to most recent state adopted CCSS-aligned core and as needed, intervention materials in Math, as indicated by the Governing Board annual certification and support materials developed by site representative collaboration. Students will benefit from a scope and sequence that aligns the ELA Common Core State Standards with current ELA instructional	Students will benefit from access to most recent state adopted CCSS-aligned core and as needed, intervention materials in Math, as indicated by the Governing Board annual certification and support materials developed by site representative collaboration. Students will benefit from a scope and sequence that aligns the ELA Common Core State Standards with current ELA instructional	Students will benefit from access to most recent state adopted CCSS-aligned core and as needed, intervention materials in Math, as indicated by the Governing Board annual certification and support materials developed by site representative collaboration. Students will benefit from access to CCSS aligned Language Arts textbooks and instructional materials (if piloted, not adopted in	**State Priority 2** Implementation of State Standards **State Priority 1** Basic Services **District Strategic Priority:** Instructional Program

					materials, providing all students with access to Common Core standards-aligned instruction, as indicated by the Governing Board annual certification and support materials developed by site representative collaboration.	materials, providing all students with access to Common Core standards-aligned instruction, as indicated by the Governing Board annual certification and support materials developed by site representative collaboration. Students will benefit from access to CCSS aligned Language Arts textbooks and instructional materials, (if piloted and appropriate), as indicated by the Governing Board annual certification.	2015/16, and appropriate), as indicated by the Governing Board annual certification.	
2.5 Need: Parent education and training that promotes parents as partners who can support student learning at home. Metrics: Number of parents who participate in site and district	**2.5** **Provide opportunities for parents to learn more about the new academic Common Core State Standards (CCSS), the components of California Assessment of Student Performance and Progress (CAASPP), and educational**	All	All		Students will benefit from opportunities for parents to learn more about Common Core State Standards (CCSS), California	Students will benefit from additional opportunities for parents to learn more about Common Core State Standards (CCSS),	Students will benefit from updated opportunities for parents to learn more about Common Core State Standards (CCSS),	**State Priority 2** Implementation of State Standards **State Priority 3** Parent Involvement

educational opportunities; Parent survey results *4/29/14* *LCAP Community Forum Goal expanded to include other learning opportunities.* *7/29/14* *Metric alignment*	**programs and services for their child.**				Assessment of Student Performance and Progress (CAASPP), and educational programs and services for their child, as indicated by parent participation rates and Parent survey results. Parent survey results regarding the level of home-to-school communication will determine baseline for improvement.	California Assessment of Student Performance and Progress (CAASPP), and educational programs and services for their child, as indicated by increased parent participation rates and Parent survey results. Parent survey results regarding the level of home-to-school communication will increase from prior year.	California Assessment of Student Performance and Progress (CAASPP), and educational programs and services for their child, as indicated by increased parent participation rates and Parent survey results. Parent survey results regarding the level of home-to-school communication will increase from prior year.	**District Strategic Priority:** Community Leadership and Communication

Identified Need and Metric What needs have been identified and what metrics are used to measure progress?	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? *(based on identified metric)*			Related State and Local Priorities Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.
	Description of Goal	Applicable Pupil Subgroup(s) Identify subgroups or indicate "all" for all pupils.	School(s) Affected Indicate "all" if the goal applies to all schools in the LEA		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
3.1 Need: Access to a broad course of study. Metrics: School master schedule; Parent survey results; *7/29/14* *Metric alignment*	**3.1** **All students have access to a broad course of study, including the core subject areas English, social studies, science and math.** **In addition to the core subject areas, students have access to visual and performing arts, health and nutrition, technology, and physical education.**	All	All		Students will benefit from access to a broad course of study that includes all of the subject areas appropriate for grades K – 8 described in Education Code section 48926, as indicated by master schedules and Parent survey results that report students have satisfactory access to broad course of study.	Students will benefit from access to a broad course of study that includes all of the subject areas appropriate for grades K – 8 described in Education Code section 48926, as indicated by master schedules and Parent survey results that report an increase in the percent of students that have satisfactory access to broad course of study.	Students will benefit from access to a broad course of study that includes all of the subject areas appropriate for grades K – 8 described in Education Code section 48926, as indicated by master schedules and Parent survey results that report an increase in the percent of students that have satisfactory access to broad course of study.	**State Priority 7** Course Access **Etiwanda Strategic Priority:** Instructional Program

3.2 Need: Access to a broad course of study to be prepared for high school, college, and career. (stakeholder groups, parent surveys) Metrics: Intermediate school master schedule; Parent survey *7/29/14* *Metric alignment*	**3.2** **Provide students at the intermediate school level access to foreign language, family life and sexual health, and career education.**	All	Intermediate Schools		Students at the intermediate school level will benefit from access to introduction to foreign language, family life and sexual health and career education, as indicated by master schedules and Parent survey results that indicate students have satisfactory access to broad course of study.	Students at the intermediate school level will benefit from access to introduction to foreign language, family life and sexual health and career education, as indicated by master schedules and Parent survey results that indicate an increase in the percent of students that have satisfactory access to broad course of study.	Students at the intermediate school level will benefit from access to introduction to foreign language, family life and sexual health and career education, as indicated by master schedules and Parent survey results that indicate an increase in the percent of students that have satisfactory access to broad course of study.	**State Priority 7** Course Access **District Strategic Priority:** Instructional Program
3.3 Need: More STEM (Science, Technology, Engineering, Mathematics) learning opportunities for students. Metrics: Parent survey; Student survey; *4/29/14* *LCAP Community Forum Goal for STEM learning opportunities added* *7/29/14*	**3.3** **Provide students with opportunities to engage in STEM lessons and activities.**	All	All		Students will benefit from exploration of STEM learning opportunities at all schools, as indicated on Parent and Student survey results that indicate students have satisfactory access to broad course of study.	Students will benefit from access to STEM learning opportunities at all schools, as indicated on Parent and Student survey results that indicate students have satisfactory access to broad course of study.	Students will benefit from access to STEM learning opportunities at all schools, as indicated on Parent and Student survey results that indicate students have satisfactory access to broad course of study.	**State Priority 7** Course Access **District Strategic Priority:** Instructional Program

Metric alignment					Parent and student survey results will determine baseline for improvement.	Parent and student survey results indicate improved satisfaction with access to broad course of study.	Parent and student survey results indicate improved satisfaction with access to broad course of study.	

Identified Need and Metric What needs have been identified and what metrics are used to measure progress?	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? *(based on identified metric)*			Related State and Local Priorities Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.
	Description of Goal	Applicable Pupil Subgroup(s) Identify subgroups or indicate "all" for all pupils	School(s) Affected Indicate "all" if the goal applies to all schools in LEA		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
4.1 Need: Increase student achievement Metrics: California Assessment of Student Performance and Progress (CAASPP); Academic Performance Index (API); Interim assessment; *7/29/14* *Metric alignment*	**4.1** **Students make continuous improvement towards academic achievement targets required for all schools and LEAs.**	All	All		Student achievement performance will set baseline for improving academic achievement, as measured by CAASPP, interim assessments and API score.	Progress towards student achievement target will improve from prior year, as measured by CAASPP, interim assessments and API score.	Progress towards student achievement target will improve by 3% or meet the state requirement for adequate progress as measured by CAASPP, interim assessments and API score.	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program
4.2 Need: Meet the state target for educational performance, Annual Performance Index (API) Metrics: California Assessment of Student Performance and Progress (CAASPP); Academic Performance Index (API); Interim assessment;	**4.2** **Monitor student achievement through California's accountability system, the Annual Performance Index (API), and use results to measure student progress and revise LCAP priorities and goals**	All	All		Student achievement will improve through the California accountability system and assessment of LCAP goals and actions, as measured by CAASPP, interim assessments, and API score.	Student achievement will improve through the California accountability system and assessment of LCAP goals and actions, as measured by CAASPP, interim assessments, and API score.	Student achievement will improve through the California accountability system and assessment of LCAP goals and actions, as measured by CAASPP, interim assessments, and API score.	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program

7/29/14 *Metric alignment*					CAASPP results will determine Base API for all students, including significant student populations	CAASPP results will determine Growth API for all students, including significant student populations	CAASPP results will increase API score by 1 point or meet the state's requirement for adequate progress.	
4.3 Need: Close the achievement gap between groups of students. (stakeholders, parent surveys) Metrics: California Assessment of Student Performance and Progress (CAASPP); Academic Performance Index (API); Interim assessment; *4/29/14* *LCAP Community Forum* *Redefine Achievement Gap and progress monitoring* *7/29/14* *Metric alignment*	**4.3** **Reduce the disparity in academic performance between groups of students.**	All	All		Student achievement will improve as the achievement gap between student groups narrows, as measured by CAASPP, API and interim assessments. Achievement gap, identified by CAASPP, between state-identified significant student groups will determine baseline for improvement.	Student achievement will improve as the achievement gap between student groups narrows, as measured by CAASPP, API and interim assessments. Achievement gap, identified by CAASPP, between state-identified significant student groups will decrease in 75% of state identified subgroups.	Student achievement will improve as the achievement gap between student groups narrows, as measured by CAASPP, API and interim assessments. Achievement gap, identified by CAASPP, between state-identified significant student groups will decrease in 75% of state identified subgroups.	**State Priority 4** Pupil Achievement **State Priority 1** Basic Services **District Strategic Priority:** Instructional Program
4.4 Need: Students are prepared for high school, college, and career Metrics: California Assessment of Student Performance and Progress (CAASPP); Academic	**4.4** **Ensure that all students are progressing towards college and career ready, including building technology literacy.**	All	All		Students will be prepared for college and career, as measured by the percent of proficient students on CAASPP and	Students will be prepared for college and career will increase, as measured by the percent of proficient students on	Students will be prepared for college and career will increase, as measured by the percent of proficient students on	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards

Performance Index (API); Interim assessment; 1:1 Technology Implementation Plan device reports; Parent and Student survey; *4/29/14* *LCAP Community Forum* *Device to Student ratio will <u>decrease</u> (previously "increase")* *7/29/14* *Metric alignment*					interim assessments. Students will be prepared for college and career technology needs through access to technology devices, as determined by the device to student ratio. Intermediate school students will be prepared for college and career, as indicated by implementation of college and career readiness program and Parent and Student survey results that report students are being prepared for college and career.	CAASPP and interim assessments. Students will be prepared for college and career technology needs through increased access to technology devices, as determined by the decreased device to student ratio. Intermediate school students will be prepared for college and career, as indicated by implementation of college and career readiness program and Parent and Student survey results that report students are being prepared for college and career.	CAASPP and interim assessments. Students will be prepared for college and career technology needs through increased access to technology devices, as determined by the decreased device to student ratio. Intermediate school students will be prepared for college and career, as indicated by implementation of college and career readiness program and Parent and Student survey results that report students are being prepared for college and career.	**District Strategic Priority:** Instructional Program
4.5 Need: Students make progress towards learning English.	**4.5** **The number or percentage of English learner (EL) students attaining English language proficiency by the**	English learner students (EL)	All		EL students will attain English language proficiency, as measured by	EL students will attain English language proficiency, as measured by	EL students will attain English language proficiency, as measured by	**State Priority 4** Pupil Achievement **State Priority 2**

Metrics: California English Language Development Test (CELDT); Percent of students that become English proficient; *7/29/14* *Metric alignment*	**end of the year will increase annually as measured by the California English Language Development Test (CELDT).**				CELDT. The percent of EL students that attain English proficient level on CELDT will determine baseline for improvement.	CELDT. The percent of EL students that attain English proficient level on CELDT will improve from prior year or meet/exceed state mandated AMAOs for 2015-16 for English proficiency on CELDT.	CELDT. The percent of EL students that attain English proficient level on CELDT will improve from prior year or meet or exceed state mandated AMAOs for 2016-17 for English proficiency on CELDT.	Implementation of State Standards **District Strategic Priority:** Instructional Program
4.6 Need: Students are reclassified to English proficient. (stakeholder groups, parent surveys) Metrics: California Assessment of Student Performance and Progress (CAASPP); California English Language Development Test (CELDT); EL Reclassification rate *7/29/14* *Metric alignment*	**4.6** **The percentage of students reclassified as English proficient will increase annually.**	English learner students (EL)	All		The percent of EL students that score proficient on CELDT and meet adequate progress towards ELA standards mastery, as defined by CAASPP, CELDT, and EL reclassification rate will determine baseline for reclassification rate improvement.	The percent of EL students that score proficient on CELDT and meet adequate progress towards ELA standards mastery, as defined by CAASPP, CELDT, and EL reclassification rate will improve from prior year or meet/exceed state mandated AMAOs for 2015-16 for reclassification.	The percent of EL students that score proficient on CELDT and meet adequate progress towards ELA standards mastery, as defined by CAASPP, CELDT, and EL reclassification rate will improve from prior year or meet/exceed state mandated AMAOs for 2015-16 for reclassification.	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **Etiwanda Strategic Priority:** Instructional Program

Identified Need and Metric What needs have been identified and what metrics are used to measure progress?	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (*based on identified metric*)			Related State and Local Priorities Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.
	Description of Goal	Applicable Pupil Subgroup(s) Identify subgroups or indicate "all" for all pupils.	School(s) Affected Indicate "all" if goal applies to all schools in the LEA		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
5.1 Need: Students meet physical fitness requirements established by the California Physical Fitness Test (PFT) Metrics: Physical Fitness Test (PFT) data;	5.1 **All students will make progress towards meeting the minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT) in Grades 5 and 7.**	Grade 5 and 7	All		The percent of students (Grades 5 and 7) meeting the minimum requirements in 5 out of the 6 healthy fitness zones, as measured by the PFT, will determine baseline for improvement.	The percent of students (Grades 5 and 7) meeting the minimum requirements in 5 out of the 6 healthy fitness zones, as measured by the PFT, will increase from the prior year.	The percent of students (Grades 5 and 7) meeting the minimum requirements in 5 out of the 6 healthy fitness zones, as measured by the PFT, will increase from the prior year.	**State Priority 8** Other Pupil Outcomes **District Strategic Priority:** Safety and Wellness **Etiwanda Wellness Program Goals:** Physical Fitness Testing
5.2 Need: Feedback and suggestions from students to improve academic achievement and school climate. Metric: Student survey; *4/29/14* *DAC/ELAC LCAP Review* *Goal added*	**5.2** **Students will provide feedback and suggestions for improving student outcomes and overall performance at their schools.**	All	All		Students will provide input on identifying needs of the school and district, as measured by the percent of students participating in the annual survey.	Students will provide input on identifying needs of the school and district, as measured by an increase in the percent of students participating in the annual survey.	Students will provide input on identifying needs of the school and district, as measured by an increase in the percent of students participating in the annual survey.	**State Priority 8** Other Pupil Outcomes

Identified Need and Metric What needs have been identified and what metrics are used to measure progress?	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (*based on identified metric*)			Related State and Local Priorities Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.
	Description of Goal	Applicable Pupil Subgroup(s) Identify subgroups or indicate "all" for all pupils.	School(s) Affected Indicate "all" if the goal applies to all schools in the LEA.		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
6.1 Need: Parent input in identifying areas of need for improvement (stakeholder groups, parent surveys) Metrics: Parent survey; *7/29/14* *Metric alignment*	**6.1** **Administer annual Parent online/paper-based survey during peak parent engagement time to all parents**	All	All		Students will benefit from the information gathered from the annual Parent Survey and resulting actions, as indicated by the percent of parents that respond to the annual survey and provide input on identifying needs of the schools.	Students will benefit from the information gathered from the annual Parent Survey and resulting actions, as indicated by an increase in the percent of parents that respond to the annual survey and provide input on identifying needs of the schools.	Students will benefit from the information gathered from the annual Parent Survey and resulting actions, as indicated by an increase in the percent of parents that respond to the annual survey and provide input on identifying needs of the schools.	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement
6.2 Need: Input from under-represented parents. Metrics: Parent survey of unduplicated students; *7/29/14* *Metric alignment*	**6.2** **Promote input from under-represented families through a survey that targets input from under-represented student group parents.**	All	All		Students will benefit from the information gathered from unduplicated pupil families through survey and resulting actions, as reported by the percent of families that respond to the	Students will benefit from the information gathered from unduplicated pupil families through survey results and resulting actions, as reported by an increase in the percent of	Students will benefit from the information gathered from unduplicated pupil families through survey results and resulting actions, as reported by an increase in the percent of	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement

					annual Parent survey and provide input on identifying needs of the schools.	families that respond to the annual Parent survey and provide input on identifying needs of the schools.	families that respond to the annual Parent survey and provide input on identifying needs of the schools.	
6.3 Need: Parent participation in school programs and events. Metric: Parent survey; Parent Volunteer hours,	**6.3** **Promote parent participation in school programs and activities.**	All			Students will benefit from engaging parents in the school programs and activities, as indicated by the percent of parents that report they attend a school program, meeting or event 3-5 times during the school year on the Parent survey or volunteer time at school.	Students will benefit from engaging parents in the school programs and activities, as indicated by an increase in the percent of parents that report they attend a school program, meeting or event 3-5 times during the school year on the Parent survey or increase in volunteer time at school.	Students will benefit from engaging parents in the school programs and activities, as indicated by an increase in the percent of parents that report they attend a school program, meeting or event 3-5 times during the school year on the Parent survey or increase in volunteer time at school.	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement
6.4 Need: Strategies for engaging parents in school community. Metric: Parent Survey; Parent Volunteer hours *4/29/14* *DAC/ELAC LCAP Review*	**6.4** **Provide school administrators with strategies and support for engaging parents in school community.**	All			Students will benefit from actively engaging parents in school programs and activities, as indicated by volunteer hours or the percent	Students will benefit from actively engaging parents in school programs and activities, as indicated by an increase in volunteer hours	Students will benefit from actively engaging parents in school programs and activities, as indicated by an increase in volunteer hours	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement

Goal added					of parents that indicate their child's school encourages them to get involved on the annual Parent surveys.	or an increase in the percent of parents that indicate their child's school encourages them to get involved on the annual Parent surveys.	or an increase in the percent of parents that indicate their child's school encourages them to get involved on the annual Parent surveys.	

Identified Need and Metric What needs have been identified and what metrics are used to measure progress?	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.
	Description of Goal	Applicable Pupil Subgroup(s) Identify subgroups or indicate "all" for all pupils.	School(s) Affected Indicate "all" if the goal applies to all schools in the LEA.		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
7.1 Need: Maintain attendance rates Metrics: Attendance rates;	**7.1** **Maintain high attendance rates for all students, including underperforming student groups.**	All	All		Student attendance, as measured by school and district attendance rates, will determine baseline for improvement.	Student attendance, as measured by school and district attendance rates, will meet or exceed attendance rates for 2014/15.	Student attendance, as measured by school and district attendance rates, will meet or exceed attendance rates for 2015/16.	**State Priority 5** Pupil Engagement
7.2 Need: Create a school climate that offers a broad range of support and engagement for students and their families. Metrics: Parent survey; Student survey; *4/29/14* *DAC/ELAC LCAP Review "What will be different" clarified*	**7.2** **Plan and develop activities that engage students and their families in their schools.**	All	All		Students will experience a more engaging positive school climate, as determined by the percent of students that indicate a positive school climate on the Student survey. Students will benefit from the percent of parents that	Students will experience a more engaging positive school climate, as determined by an increase in the percent of students that indicate a positive school climate on the Student survey. Students will benefit from the percent of	Students will experience a more engaging positive school climate, as determined by an increase in the percent of students that indicate a positive school climate on the Student survey. Students will benefit from the percent of	**State Priority 5** Pupil Engagement **State Priority 6** School Climate

					rate their child's school climate as favorable on the Parent survey.	parents that rate their child's school climate as favorable on the Parent survey.	parents that rate their child's school climate as favorable on the Parent survey.	
7.3 Need: Maintain attendance rates Metrics: Chronic absenteeism rates; Student Attendance Review Team (SART) meeting; Student Attendance Review Board (SARB) referrals; *7/29/14* *Metric alignment*	**7.3** **Reduce chronic absenteeism**	All	All		The number of chronically absent students, as measured by chronic absenteeism rates and SART and SARB meeting records, will determine baseline for improvement.	The number of chronically absent students, as measured by chronic absenteeism rates and SART and SARB meeting records, will be reduced from prior year.	The number of chronically absent students, as measured by chronic absenteeism rates and SART and SARB meeting records, will be reduced from prior year.	**State Priority 5** Pupil Engagement
7.4 Need: Maintain attendance rates Metrics: Middle School Drop-out rates; Student Attendance Review Team (SART) meeting; Student Attendance Review Board (SARB) referrals; *7/29/14* *Metric alignment*	**7.4** **Reduce middle school drop-out rates**	All	Intermediate Schools		The number of middle school student drop-outs, as measured by middle school drop-out rates, and SART and SARB meeting records, will determine baseline for improvement.	The number of middle school student drop-outs, as measured by middle school drop-out rates, and SART and SARB meeting records, will decrease from prior year.	The number of middle school student drop-outs, as measured by middle school drop-out rates, and SART and SARB meeting records, will decrease from prior year.	**State Priority 5** Pupil Engagement
7.5 Need: The number of students who receive four or more Fs and do not complete credit recovery are socially promoted to high school but may not	**7.5** **Reduce the number of social promotions from eighth grade to high school.**	All	Intermediate Schools		The number of socially promoted students, as measured by social	The number of socially promoted students, as measured by social	The number of socially promoted students, as measured by social	**State Priority 5** Pupil Engagement

participate in intermediate school promotion events Metric: Promotion records for Intermediate Schools; Grade Exception reports *7/29/14* *Metric alignment*					promotion records and grade exception reports (F), will determine baseline for improvement.	promotion records and grade exception reports (F), will decrease from prior year.	promotion records and grade exception reports (F), will decrease from prior year.	
7.6 Need: Input from students on pupil engagement to shape goals for student achievement Metric: Student survey; *4/29/14* *DAC/ELAC LCAP Review* *Goal added*	**7.6** **Administer annual Student Survey in Grades 3 - 8**	All	All		Students will participate in the annual Student survey and provide input on identifying needs of the school and district, as measured by the Student survey.	Students will participate in the annual Student survey and provide input on identifying needs of the school and district, as measured by an increase in the percent of students participating in the Student survey.	Students will participate in the annual Student survey and provide input on identifying needs of the school and district, as measured by an increase in the percent of students participating in the Student survey.	**State Priority 5** Pupil Engagement

Identified Need and Metric What needs have been identified and what metrics are used to measure progress?	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.
	Description of Goal	Applicable Pupil Subgroup(s) Identify subgroups or indicate "all" for all pupils.	School(s) Affected Indicate "all" if the goal applies to all schools in the LEA.		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
8.1 Need: Reduce the rate of student suspensions Metrics: Suspension rates; *7/29/14* *Metric alignment*	**8.1** **Reduce the rate of suspensions through, counseling, academic intervention and positive behavior support.**	All	All		Student suspension rate, as measured by school and district suspension rates, will determine baseline for improvement.	Student suspension rate, as measured by school and district suspension rates, will decrease from prior year.	Student suspension rate, as measured by school and district suspension rates, will decrease from prior year.	**State Priority 6** School Climate **State Priority 5** Pupil Engagement
8.2 Need: Reduce the rate of student expulsions Metrics: Expulsion rates;	**8.2** **Reduce the rate of expulsions through counseling, academic intervention and positive behavior support.**	All	All		Student expulsion rate, as measured by school and district expulsion rates, will determine baseline for improvement.	Student expulsion rate, as measured by school and district expulsion rates, will decrease from prior year.	Student expulsion rate, as measured by school and district expulsion rates, will decrease from prior year.	**State Priority 6** School Climate **State Priority 5** Pupil Engagement
8.3 Need: Reduce bully incidents on school campuses. Metrics: Bully Incident discipline reports, Parent survey; Student survey;	**8.3** **Reduce incidents of bullying**	All	All		The number of reported incidences of bullying, as recorded on the Bully Incident discipline report, will	The number of reported incidences of bullying, as recorded on the Bully Incident discipline report, will	The number of reported incidences of bullying, as recorded on the Bully Incident discipline report, will	**State Priority 6** School Climate **State Priority 5** Pupil Engagement

4/29/14 *DAC/ELAC LCAP Review Monitor reported incidences of bullying* *4/29/14* *LCAP Community Forum Establish baseline for 2014/15*					establish baseline for improvement. The percent of students that indicate they feel safe at school on the Student survey will determine a baseline for growth. The percent of parents that indicate their child feels safe at school on the Parent survey will determine a baseline for growth.	decrease from prior year. The percent of students that indicate they feel safe at school on Student survey will increase from prior year. The percent of parents that indicate their child feels safe at school on the Parent survey will increase from prior year.	decrease from prior year. The percent of students that indicate they feel safe at school on Student survey will increase from prior year. The percent of parents that indicate their child feels safe at school on the Parent survey will increase from prior year.	
8.4 Need: Parent volunteers on campus Metrics: Parent survey; Volunteer records; School volunteer opportunities list *7/29/14* *Metric alignment*	**8.4** **Increase the number and ways parents can volunteer at their child's school.**	All	All		Students will benefit from parents who are involved at school, as measured by Parent survey, volunteer logs, and school volunteer opportunities.	Students will benefit from parents who are involved at school, as measured by an increase in number of hours on the volunteer log, an increase in the number of volunteer opportunities, or an increase in the percent of parents that report they have been invited to	Students will benefit from parents who are involved at school, as measured by an increase in number of hours on the volunteer log, an increase in the number of volunteer opportunities, or an increase in the percent of parents that report they have been invited to	**State Priority 6** School Climate **District Strategic Priority:** Parent Involvement

						volunteer or get involved at their child's school on the Parent survey.	volunteer or get involved at their child's school on the Parent survey.	
8.5 Need: Provide a library that is engaging and useful to both parents and students. Metrics: Parent survey; Student survey;	**8.5** **Expand the use of school libraries.**	All	All		The percent of students that indicate their school library "offers more than just books" on Student survey will determine baseline for improvement. The percent of parents that indicate the school library is "useful and engaging" on the Parent survey will determine baseline for improvement.	The percent of students that indicate their school library "offers more than just books" on the Student survey will increase from prior year. The percent of parents that indicate the "school library is useful and engaging" on Parent survey will increase from prior year.	The percent of students that indicate their school library "offers more than just books" on the Student survey will increase from prior year. The percent of parents that indicate the "school library is useful and engaging" on Parent survey will increase from prior year.	**State Priority 6** School Climate **State Priority 5** Pupil Engagement **District Strategic Priority:** Instructional Program
8.6 Need: Maintain effective home to school communication. Metrics: Parent survey; Social media; voice notification system reports; 4/29/14 Update/Revise Board recommendation to expand home to school communication.	**8.6** **Maintain home to school communication and explore ways to expand communication.**	All	All		Students will benefit from parents that indicate their child's school keeps them informed, as reported on the Parent survey, followers on social media, and voice notification system.	Students will benefit from parents that indicate their child's school keeps them informed, as reported on the Parent survey, followers on social media, and voice notification system.	Students will benefit from parents that indicate their child's school keeps them informed, as reported on the Parent survey, and indicated on social media, and voice notification system.	**State Priority 6** School Climate **State Priority 5** School Attendance **Etiwanda Strategic Priority:** Community Leadership and Communication

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. **What annual actions**, and the LEA may include any services that support these actions, **are to be performed to meet the goals described in Section 2 for ALL pupils** and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1.1 All students will be provided instruction by a highly qualified, appropriately assigned teacher. *4/29/14 LCAP Community Forum 1.1 Action added to include HQT teacher*	**State Priority 1** Basic Services **District Strategic Priority:** Human Resources:	Hire appropriately credentialed teachers	*LEA*		Hire appropriately credentialed teachers $54,361,000 for credentialed teachers Funding Source – LCFF Budget Object - 1000	Hire appropriately credentialed teachers $55,343,000 for credentialed teachers Funding Source – LCFF Budget Object - 1000	Hire appropriately credentialed teachers $56,390,000 for credentialed teachers Funding Source – LCFF Budget Object - 1000
		Hire part-time Consulting Teacher to support experienced teachers referred to Peer Assistance and Review (PAR).	*LEA*		Consulting Teacher works with referred teachers. $4,000 for PAR teacher support Funding Source – LCFF Budget Object – 1000	Consulting Teacher works with referred teachers. $4,000 for PAR teacher support Funding Source – LCFF Budget Object - 1000	Consulting Teacher works with referred teachers. $4,000 for PAR teacher support Funding Source – LCFF Budget Object - 1000
		Hire Highly Qualified Teachers (HQT) (teachers must hold at least a bachelor's degree, be appropriately licensed by the state, and demonstrate subject matter competency)	*LEA*		Hire Highly Qualified Teachers See 3A, Goal 1.1, Action above	Hire Highly Qualified Teachers See 3A, Goal 1.1, Action above	Hire Highly Qualified Teachers See 3A, Goal 1.1, Action above
1.2 Probationary teachers participate in the	**State Priority 1** Basic Services **District**	Maintain Beginning Teacher Support and Assessment (BTSA) Coordinator	*LEA*		BTSA Coordinator manages the district BTSA program. $20,000 for BTSA Coordinator Funding Source – LCFF Budget Object - 1000	BTSA Coordinator manages the district BTSA program. $20,000 for BTSA Coordinator Funding Source – LCFF Budget Object - 1000	BTSA Coordinator manages the district BTSA program. $20,000 for BTSA Coordinator Funding Source – LCFF Budget Object - 1000

Beginning Teacher Support and Assessment (BTSA) induction program.	**Strategic Priority:** Student Learning & Achievement	Provide BTSA Support Providers to new teachers	*LEA*		Support Providers provide formative assessment $15,000 for support provider Funding Source – LCFF Budget Object - 1000	Support Providers provide formative assessment $15,000 for support provider Funding Source – LCFF Budget Object - 1000	Support Providers provide formative assessment $15,000 for support provider Funding Source – LCFF Budget Object - 1000
		Provide professional development for BTSA Participating Teachers.	*LEA*		Professional Development Providers (PDPs) provide training and support for new teachers during their first two years $375,000 for PD providers Funding Source – LCFF Budget Object - 1000	Professional Development Providers (PDPs) provide training and support for new teachers during their first two years $375,000 for PD providers Funding Source – LCFF Budget Object - 1000	Professional Development Providers (PDPs) provide training and support for new teachers during their first two years $375,000 for PD providers Funding Source – LCFF Budget Object - 1000
		Provide Learning Management System access for participating teachers and support providers.	*LEA*		Learning Management System Subscription $2500 Funding Source – LCFF Budget Object -5000	Learning Management System Subscription $2500 Funding Source – LCFF Budget Object - 5000	Learning Management System Subscription $2500 Funding Source – LCFF Budget Object - 5000
		Release time for BTSA Participating Teachers and Support Providers to observe in classrooms			Substitute release time $18,000 for substitute days Funding Source – LCFF Budget Object - 1000	Substitute release time $18,000 for substitute days Funding Source – LCFF Budget Object - 1000	Substitute release time $18,000 for substitute days Funding Source – LCFF Budget Object - 1000
1.3 Provide students with access to standards-aligned instructional materials.	**State Priority 1** Basic Services **District Strategic Priority:** Instructional Program	Purchase Math textbooks aligned to the new state standards.	*LEA*		Math textbooks and materials $1,800,000 Funding Source – LCFF Budget Object - 4000	Math textbooks and materials Additional material after original adoption - $50,000 Funding Source – LCFF Budget Object - 4000	Math textbooks and materials Additional material after original adoption = $50,000 Funding Source – LCFF Budget Object - 4000
		Provide training to teachers on effectively implementing the math textbook materials	*LEA*		Professional Development $26,520 for substitute days Funding Source – LCFF Budget Object - 1000	Professional Development $26,520 for substitute days Funding Source – LCFF Budget Object - 1000	Professional Development $26,520 for substitute days Funding Source – LCFF Budget Object - 1000
		Provide English Language Arts (ELA) scope and sequence, which is aligned with the new state standards, to teachers for use with the	*LEA*		Release time for teachers (one site rep from each site) to develop and revise ELA scope and sequence. $26,520 for substitute days	Release time for teachers (one site rep from each site) to develop and revise ELA scope and sequence. $26,520 for substitute days	Release time for teachers (one site rep from each site) to develop and revise ELA scope and sequence. $26,520 for substitute days

		current ELA materials in the classroom.			Funding Source – LCFF Budget Object - 1000	Funding Source – LCFF Budget Object - 1000	Funding Source – LCFF Budget Object - 1000
		Provide teachers with professional development and planning time to implement new math textbook and ELA instructional materials aligned with the new state standards.	*LEA*		Professional development, collaboration and planning time for all teachers to implement new state standards $26,520 for substitute days Funding Source – LCFF Budget Object - 1000	Professional development, collaboration and planning time for all teachers to implement new state standards $26,520 for substitute days Funding Source – LCFF Budget Object - 1000	Professional development, collaboration and planning time for all teachers to implement new state standards $26,520 for substitute days Funding Source – LCFF Budget Object - 1000
1.4 Provide adequate and updated facilities that support the instructional program and meets district's educational priorities and goals.	**State Priority Area 1** Basic Services **District Strategic Priority:** Facilities	Meet Class Size Reduction (CSR) requirements for grades Transitional Kindergarten(TK) – Grade 3	*LEA*		Provide required student:teacher ratio for students in TK – 3 $900,000 for credentialed teachers for CSR implementation Funding Source – LCFF Budget Object - 1000	Provide required student:teacher ratio for students in TK – 3 $375,000 for credentialed teachers for CSR implementation Funding Source – LCFF Budget Object - 1000	Provide required student:teacher ratio for students in TK – 3 $150,000 per credentialed teachers for CSR implementation Funding Source – LCFF Budget Object - 1000
		Follow the guidelines from the California Deferred Maintenance program	*LEA*		Complete identified items from Deferred Maintenance guidelines $500,000 for deferred maintenance Funding Source – LCFF Budget Object – 4000, 5000	Complete identified items from Deferred Maintenance guidelines $515,000 for deferred maintenance Funding Source – LCFF Budget Object – 4000, 5000	Complete identified items from Deferred Maintenance guidelines $530,000 for deferred maintenance Funding Source – LCFF Budget Object – 4000, 5000
		Additional facilities as determined by the Facility Plan	*LEA*		Complete recommended facility items approved in October 2014 ESD Facility Plan $600,000 for facilities master plan items Funding Source - Funds 25, 40, and 35 Budget Object – 4000, 5000, 6000	Complete recommended facility items approved in October 2015 ESD Facility Plan $700,000 for facilities master plan items Funding Source - Funds 25, 40, and 35 Budget Object – 4000, 5000, 6000	Complete recommended facility items approved in October 2016 ESD Facility Plan $900,000 for facilities master plan items Funding Source - Funds 25, 40, and 35 Budget Object – 4000, 5000, 6000
		Technology Infrastructure as determined by the Facility Plan	*LEA*		Complete recommended facility items approved in October 2014 ESD Facility Plan	Complete recommended facility items approved in October 2014 ESD Facility Plan	Complete recommended facility items approved in October 2014 ESD Facility Plan

					$300,000 for technology plan items Funding Source – LCFF, Fund 40 Budget Object – 4000, 5000, 6000	$300,000 for technology plan items Funding Source – LCFF, Fund 40 Budget Object – 4000, 5000, 6000	$300,000 for technology plan items Funding Source – LCFF, Fund 40 Budget Object – 4000, 5000, 6000
1.5 Implement the Etiwanda Safety Plan at all schools.	**State Priority 1** Basic Services **District Strategic Priority:** Facilities **Etiwanda School District Safety Plan**	Implement the Etiwanda School District Safety Plan			Complete identified items from Etiwanda School District Safety Plan $500,000 for safety plan items Funding Source – LCFF, Fund 40 Budget Object – 4000, 5000, 6000	Complete identified items from Etiwanda School District Safety Plan $400,000 for safety plan items Funding Source – LCFF, Fund 40 Budget Object – 4000, 5000, 6000	Complete identified items from Etiwanda School District Safety Plan $300,000 for safety plan items Funding Source – LCFF, Fund 40 Budget Object – 4000, 5000, 6000

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
2.1 Build teacher capacity to effectively implement the content and performance standards through ongoing professional development, instructional support and collaborative planning time for all teachers.	**State Priority 2** Implementation of State Standards **State Priority 1** Basic Services **District Strategic Priority:** Instructional Program	Develop and implement annual Professional Development Plan and schedule based upon teacher and administrator surveys and student achievement data.	*LEA*		District professional development plan will be updated and implemented annually. $50,000 for support of plan development Funding Source – LCFF Budget Object - 1000	District professional development plan will be updated and implemented annually. $50,000 for support of plan development Funding Source – LCFF Budget Object - 1000	District professional development plan will be updated and implemented annually. $50,000 for support of plan development Funding Source – LCFF Budget Object - 1000
		Provide Professional Development Center, Specialists (PDS) and Providers (PDP), to deliver training and instructional support to: • teachers implementing CCSS in their classrooms • administrators implementing CCSS in their schools	*LEA*		PDSs and PDPs will provide teachers, administrators, and school staff with professional development and collaborative coaching on the effective implementation of the new state standards throughout the year. Hire additional PDP to support professional development and collaboration in the areas of primary literacy, language development, and foundational reading program components. $126,000 for PD staff Funding Source – LCFF Budget Object - 1000	PDSs and PDPs will provide teachers, administrators, and school staff with professional development and collaborative coaching on the effective implementation of the new state standards throughout the year. Adjust professional development staff as needed to support teachers in implementing CCSS instruction. $126,000 for PD staff Funding Source – LCFF Budget Object - 1000	PDSs and PDPs will provide teachers, administrators, and school staff with professional development and collaborative coaching on the effective implementation of the new state standards throughout the year. Adjust professional development staff as needed to support teachers in implementing CCSS instruction. $126,000 for PD staff Funding Source – LCFF Budget Object - 1000

		Provide collaborative planning time to teachers to implement CCSS (ELA/Math).	*LEA*		PDSs and PDPs will provide three days of professional development and collaborative coaching throughout the year to teachers teaching ELA, Math, and special education. 3 days substitutes x ($120) = $360 $360 x 650 teachers * 63 % =$147,000 Funding Source – LCFF Budget Object - 1000	N/A	N/A
		Provide professional development to teachers on implementing CCSS (ELA/Math).	*LEA*		Professional development day (Common Core Workshop) for all teachers teaching ELA, Math and special education. 1 day substitutes x ($120) = $120 $120 x 650 teachers *.5 = $ 39,000 Funding Source – LCFF Budget Object - 1000	Professional development days for all teachers teaching ELA, Math and special education. 1 day substitutes x ($120) = $120 $120 x 650 teachers *.5 = $ 39,000 Funding Source – LCFF Budget Object - 1000	Professional development days for all teachers teaching ELA, Math and special education. 1 day substitutes x ($120) = $120 $120 x 650 teachers *.5 = $ 39,000 Funding Source – LCFF Budget Object - 1000
		Provide release time for Common Core site representatives (one per grade lever per site at elementary and one per grade level per Math/ELA at intermediate level) to collaborate on preparing additional resources for CCSS implementation.	*LEA*		Collaboration time for site reps to compile resources for CCSS units. 3 days substitutes x ($120) = $360 $360 x 100 teachers *.5*.63 =$11,340 Funding Source – LCFF Budget Object - 1000	Collaboration time for site reps to compile resources for CCSS units. 3 days substitutes x ($120) = $360 $360 x 100 teachers *.5*.63 =$11,340 Funding Source – LCFF Budget Object - 1000	Collaboration time for site reps to compile resources for CCSS units. 3 days substitutes x ($120) = $360 $360 x 100 teachers *.5*.63 =$11,340 Funding Source – LCFF Budget Object - 1000

		Provide Professional Development Center, Specialists (PDS) and Providers (PDP), to deliver training and instructional support to teachers, administrators, and school staff on: • effectively implementing the English Language Development standards • providing ELD integrated support during core instruction • providing designated ELD support during Universal Access time	*LEA*		PDSs and PDPs will provide teachers, administrators, and school staff with professional development and collaborative coaching on the effective implementation of the new state standards throughout the year. Hire additional PDP to support professional development and collaboration in the areas of primary literacy, language development, and foundational reading program components. $126,000 for PD staff Funding Source – LCFF Budget Object - 1000	PDSs and PDPs will provide teachers, administrators, and school staff with professional development and collaborative coaching on the effective implementation of the English Language Development standards throughout the year. Adjust professional development staff as needed to support teachers in implementing English Language Development standards. $126,000 for PD staff Funding Source – LCFF Budget Object - 1000	PDSs and PDPs will provide teachers, administrators, and school staff with professional development and collaborative coaching on the effective implementation of the English Language Development standards throughout the year. Adjust professional development staff as needed to support teachers in implementing English Language Development standards. $126,000 for PD staff Funding Source – LCFF Budget Object - 1000
2.2 **Use Smarter Balanced and/or local assessments of new state standards (CCSS) to inform instruction, identify students in need of intervention or enrichment.**	**State Priority 2** Implementation of State Standards **State Priority 5** Pupil Engagement **District Strategic Priority:** Instructional Program	Administer CAASPP Smarter Balanced interim assessment at least two times during the school year for students in grades 3 – 8	*LEA*		Administer assessment in Math and ELA to students in grades 3 – 8 $15,000 assessment Funding Source – LCFF Budget Object - 5000	Administer assessment in Math and ELA to students in grades 3 – 8 $15,000 assessment Funding Source – LCFF Budget Object - 5000Budget Object -	Administer assessment in Math and ELA to students in grades 3 – 8 $15,000 assessment Funding Source – LCFF Budget Object - 5000Budget Object -
		Administer local assessment aligned with the new academic state standards (CCSS) in Math and ELA at least two times during the school year to students in grades K – 2	*LEA*		Administer assessment in Math and ELA to students in grades K – 2 $4,500 for assessments Funding Source – LCFF Budget Object - 5000	Administer assessment in Math and ELA to students in grades K – 2 $4,500 for assessments Funding Source – LCFF Budget Object - 5000	Administer assessment in Math and ELA to students in grades K – 2 $4,500 for assessments Funding Source – LCFF Budget Object - 5000

4/29/14 DAC/ELAC LCAP Review 2.3 Actions duplicated actions combined into one.		Provide collaborative planning time for teachers in grades K – 8 to analyze assessment data results and plan instruction.	*LEA*		Provide collaborative planning time for teachers (data days, prep periods, or minimum days) $0 part of annual / daily schedule	Provide collaborative planning time for teachers (data days, prep periods, or minimum days) $0 part of annual / daily schedule	Provide collaborative planning time for teachers (data days, prep periods, or minimum days) $0 part of annual / daily schedule
2.3 Increase student engagement and learning of CCSS through the effective use of technology in daily instruction. *4/29/14 DAC/ELAC LCAP Review 2.3 Action added – technology infrastructure*	**State Priority 2** Implementation of Common Core State Standards **State Priority 5** Pupil Engagement **District Strategic Priority:** Technology **Etiwanda Technology Plan:** Actions steps to ensure all students and teachers have increased access to educational technology.	Provide professional development and training in the use of instructional technology (IT)	*LEA*		Provide professional development in the use of instructional technology $78,000 IT PD for teachers Funding Source – LCFF Budget Object - 1000	Provide professional development in the use of instructional technology $78,000 IT PD for teachers Funding Source – LCFF Budget Object - 1000	Provide professional development in the use of instructional technology $78,000 IT PD for teachers Funding Source – LCFF Budget Object - 1000
		Provide funding to schools to purchase technology and mobile devices that will reduce the student to device ratio	*LEA*		Provide funding to schools for technology $1,500,000 for one-to-one mobile device/computer initiative grades 4, 5, and 6 Funding Source – LCFF Budget Object – 4000, 6000	Provide funding to schools for technology $1,700,000 for one-to-one one mobile device/computer initiative grades 2, 3 and 7 Funding Source – LCFF Budget Object – 4000, 6000	Provide funding to schools for technology $1,500,000 for one-to-one one mobile device/computer initiative grades TK-1 and 8 Funding Source – LCFF Budget Object – 4000, 6000
		Maintain existing technology resources and infrastructure to support wireless access at all schools. *Updated/Revised: 4/29/14 LCAP Community Forum*	*LEA*		Maintain existing technology resources and infrastructure to support wireless access at all schools. $81,000 for access and $15,000 for maintenance annually. Funding Source – LCFF Budget Object - 5000	Maintain existing technology resources and infrastructure to support wireless access at all schools. $81,000 for access and $15,000 for maintenance annually. Funding Source – LCFF Budget Object - 5000	Maintain existing technology resources and infrastructure to support wireless access at all schools. $81,000 for access and $15,000 for maintenance annually. Funding Source – LCFF Budget Object - 5000

		Provide school sites with Instructional Technology Support Clerk (ITSC) to assist with the maintenance and support of site technology. *Updated/Revised: 4/29/14 LCAP Community Forum*			Provide school sites with a 3 hour/day Instructional Technology Support Clerk (ITSC) 3 hours x 16 sites x $16.11 x 195 days +5% = $158,329 Funding Source – LCFF Budget Object - 2000	Re-evaluate the effectiveness of the ITSC position and determine next steps 3 hours x 16 sites x $16.87 x 195 days +5% = $165,798 Funding Source – LCFF Budget Object - 2000	Action determined by prior year. 3 hours x 16 sites x $17.64 x 195 days +5% = $173,366 Funding Source – LCFF Budget Object - 2000
2.4 Develop and/or procure instructional materials aligned with CCSS to support effective daily instruction of CCSS.	**State Priority Area 2** Implementation of State Standards **State Priority 1** Basic Services **Etiwanda Strategic Priority:** Instructional Program	Develop scope and sequence that aligns existing ELA (English Language Arts) materials with new state standards (CCSS)	*LEA*		Collaboration time for site reps to compile ELA resources for CCSS scope and sequence (see Goal 2.1) See funding in Goal 2.1	Collaboration time for site reps to compile ELA resources for CCSS scope and sequence (see Goal 2.1) See funding in Goal 2.1	Collaboration time for site reps to adjust ELA resources for CCSS scope and sequence (see Goal 2.1) See funding in Goal 2.1
		Procure Math materials aligned with the new state standards (CCSS)	*LEA*		Purchase Math textbook and materials aligned to the new state standards (CCSS) See funding in Goal 1.3	N/A	N/A
		Provide academic vocabulary materials to teachers	*LEA*		Provide teachers with academic vocabulary materials aligned with the new state standards (CCSS) $50,000 for material until adoption of ELA Funding Source – LCFF Budget Object - 4000	N/A	N/A
		Provide site representatives with opportunity to pilot new ELA (English Language Arts) materials aligned with the new state standards (CCSS)	*LEA*		N/A	If ELA materials are available in 2015/16, provide site representatives (textbook pilot teachers) with four days of collaboration during pilot textbook phase. Adopt CCSS aligned textbook and instructional materials, if appropriate.	If ELA materials are available in 2016/17, provide site representatives (textbook pilot teachers) with four days of collaboration during pilot textbook phase. Adopt CCSS aligned textbook and instructional materials, if appropriate

						4 days substitutes x ($120) x 450 teachers =$216,000 if material is available Funding Source – LCFF Budget Object - 1000	and not adopted in 2015/16. 4 days substitutes x ($120) x 450 teachers =$216,000 if material is available Funding Source – LCFF Budget Object - 1000
		Procure ELA (English Language Arts) materials aligned with new state standards (CCSS) for all students	*LEA*		N/A	If available, purchase ELA textbook and materials aligned with the new state standards (CCSS). $2,200,000 per adoption or $50,000 if no ELA adopted material. Funding Source – LCFF Budget Object - 4000	If available and not purchased in 2015/16, purchase ELA textbook and materials aligned with the new state standards (CCSS). $50,000 for additional ELA material or $2,200,000 per adoption if ELA material is delayed until 2016/17 Funding Source – LCFF Budget Object - 4000
2.5 Provide opportunities for parents to learn more about the new academic Common Core State Standards (CCSS), the components of California Assessment of Student Performance and Progress (CAASPP), and educational programs and services for their child.	**State Priority Area 2** Implementation of State Standards **State Priority 3** Parent Involvement **District Strategic Priority:** Community Leadership and Communication	Provide information, resources, and materials for parents on new academic Common Core State Standards.	*LEA*		Provide website resources, hand-outs, and other learning opportunities to parents about new state standards (CCSS). $2,500 for material collection, development and posting. Funding Source – LCFF Budget Object – 2000, 4000	Increase the number of website resources, hand-outs, and other learning opportunities to parents about new state standards (CCSS). $2,500 for material collection, development and posting. Funding Source – LCFF Budget Object – 2000, 4000	Maintain or increase website resources, hand-outs, and other learning opportunities to parents about new state standards (CCSS). $2,500 for material collection, development and posting. Funding Source – LCFF Budget Object – 2000, 4000
		Provide information, resources, and opportunities for parents to learn more about the new state assessment California Assessment of Student performance and Progress (CAASPP).	*LEA*		Provide opportunities for parents to learn more about the components and administration of the new state test, California Assessment of Student Performance and Progress (CAASPP). Meeting time built into job schedules.	Increase the number of opportunities for parents to learn more about the components and administration of the new state test, California Assessment of Student Performance and Progress (CAASPP). Meeting time built into job	Maintain or increase the number of opportunities for parents to learn more about the components and administration of the new state test, California Assessment of Student Performance and Progress (CAASPP). Meeting time built into job schedules.

4/29/14 LCAP Community Forum 2.5 Action added to include other learning opportunities						schedules.	
		Provide information, resources, and opportunities for parents to learn more about educational programs and services for their child.			Provide opportunities for parents to learn more about educational programs and services for their child to assist parents in supporting student learning at home. Meeting and instructional time built into job schedules.	Increase the number of opportunities for parents to learn more about educational programs and services for their child to assist parents in supporting student learning at home. Meeting and instructional time built into job schedules.	Maintain or increase the number opportunities for parents to learn more about educational programs and services for their child to assist parents in supporting student learning at home. Meeting and instructional time built into job schedules.

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
3.1 All students have access to a broad course of study, including the core subject areas English, social studies, science and math. **In addition to the core subject areas, students have access to visual and performing arts, health and nutrition, technology and physical education.**	**State Priority 7** Course Access **District Strategic Priority:** Instructional Program	Offer a broad course of study to all students	*LEA*		Offer a broad course of study to all students $225,000 for credentialed teacher providing the broader course of study. Funding Source – LCFF Budget Object - 1000	Offer a broad course of study to all students $225,000 for credentialed teacher providing the broader course of study. Funding Source – LCFF Budget Object - 1000	Offer a broad course of study to all students $225,000 for credentialed teacher providing the broader course of study. Funding Source – LCFF Budget Object - 1000
		Provide students with access to visual and performing arts, health and nutrition, and physical education	*LEA*		Provide access to visual and performing arts, health and nutrition, technology, and physical education $75,000 for subject area materials. Funding Source – LCFF Budget Object - 4000	Provide access to visual and performing arts, health and nutrition, technology, and physical education $75,000 for subject area materials. Funding Source – LCFF Budget Object - 4000	Provide access to visual and performing arts, health and nutrition, technology, and physical education $75,000 for subject area materials. Funding Source – LCFF Budget Object - 4000
		Provide students an introduction to keyboarding and educational software skills	*LEA*		Provide students an introduction to keyboarding and educational software skills $40,000 per annual software contract Funding Source – LCFF Budget Object - 5000	Provide students an introduction to keyboarding and educational software skills $40,000 per annual software contract Funding Source – LCFF Budget Object – 5000	Provide students an introduction to keyboarding and educational software skills $40,000 per annual software contract Funding Source – LCFF Budget Object – 5000
3.2 Provide students at the intermediate	**State Priority 7** Course Access **District**	Provide students at the intermediate school level access to foreign language	*LEA*		Provide students at the intermediate school level access to foreign language $10,000 per year for Rosetta Stone licenses.	Provide students at the intermediate school level access to foreign language $10,000 per year for Rosetta Stone licenses.	Provide students at the intermediate school level access to foreign language $10,000 per year for Rosetta Stone licenses.

school level access to foreign language and career exploratory classes. *4/29/14 LCAP Community Forum* *3.2 Action deleted (duplicated in 3.1)*	**Strategic Priority:** Instructional Program				Funding Source – LCFF Budget Object - 5000	Funding Source – LCFF Budget Object - 5000	Funding Source – LCFF Budget Object - 5000
		Provide students at the intermediate school level access to career exploratory classes	*LEA*		Provide students at the intermediate school level access to career exploratory classes $15,000 for career exploratory software. Funding Source – LCFF Budget Object - 5000	Provide students at the intermediate school level access to career exploratory classes $15,000 for career exploratory software. Funding Source – LCFF Budget Object - 5000	Provide students at the intermediate school level access to career exploratory classes $15,000 for career exploratory software. Funding Source – LCFF Budget Object - 5000
3.3 Provide students with opportunities to engage in STEM lessons and activities. *4/29/14 LCAP Community Forum* *3.3 Goal and Actions added*	**State Priority 7** Course Access **District Strategic Priority:** Instructional Program		*LEA*		Investigate training and professional develop opportunities for professional development providers, selected site representatives, and administrators on STEM learning opportunities. $2,000 investigation part of PD schedule. Funding Source – LCFF Budget Object - 1000	Integrate STEM learning opportunities into the professional development plan for teachers for 2015/16. Investigate California's Implementation Plan for Next Generation Science Standards (NGSS) and Framework that includes integrated STEM learning opportunities. $2,000 investigation and integration part of PD schedule. Funding Source – LCFF Budget Object - 1000	Integrate STEM learning opportunities into the professional development plan for teachers for 2016/17. Monitor California's Implementation Plan for Next Generation Science Standards (NGSS) and Framework that includes integrated STEM learning opportunities. $2,000 integration and monitoring part of PD schedule. Funding Source – LCFF Budget Object - 1000

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
4.1 Students make continuous improvement towards academic achievement targets required for all schools and LEAs.	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program	Provide an appropriate rigorous pathway in core subjects to support student success.	*LEA*		Provide an appropriate rigorous pathway in core subjects to support student success. $100,000 for instructional materials Funding Source – LCFF Budget Object - 4000	Provide an appropriate rigorous pathway in core subjects to support student success. $100,000 for instructional materials Funding Source – LCFF Budget Object - 4000	Provide an appropriate rigorous pathway in core subjects to support student success. $100,000 for instructional materials Funding Source – LCFF Budget Object - 4000
		Provide credit recovery and enrichment options	*LEA*		Provide students with credit recovery or enrichment options $11,000 for virtual school pilot Funding Source – LCFF Budget Object - 5000	Provide students with credit recovery or enrichment options $11,000 for virtual school Funding Source – LCFF Budget Object - 5000	Provide students with credit recovery or enrichment options $11,000 for virtual school Funding Source – LCFF Budget Object - 5000
		Provide on-going and sustained professional development in, Common Core State Standards and instructional strategies, resources and materials that meet diverse student needs	*LEA*		Provide Kagan Cooperative Learning Engagement Structures training $5000 * 12 * .63 = $37,800 for Kagan Training Funding Source – LCFF Budget Object - 5000 Provide professional development (PD) in understanding and implementation of Common Core curriculum $30,000 in PD Funding Source – LCFF Budget Object - 1000	Provide Kagan Cooperative Learning Engagement Structures training $5000 * 12 * .63 = $37,800 for Kagan Training Funding Source – LCFF Budget Object - 5000 Provide professional development in understanding and implementation of Common Core curriculum $30,000 in PD Funding Source – LCFF Budget Object - 1000	Provide Kagan Cooperative Learning Engagement Structures training $5000 * 12 * .63 = $37,800 for Kagan Training Funding Source – LCFF Budget Object - 5000 Provide professional development in understanding and implementation of Common Core curriculum $30,000 in PD Funding Source – LCFF Budget Object - 1000

					Add professional development providers, with experience in literacy and numeracy, to the Professional Development Center $80,000 *.63 = $50,400 for new PD Funding Source – LCFF Budget Object - 1000	Maintain Professional Development Center team of teachers to work directly with teachers on instructional strategies and materials that support student achievement No additional cost	Maintain Professional Development Center team of teachers to work directly with teachers on instructional strategies and materials that support student achievement No additional cost
		Provide interim benchmarks to monitor progress towards academic targets and collaboration time for data analysis.	*LEA*		Provide interim benchmarks and collaboration time for data analysis. $5,000 for benchmarks, Funding Source – LCFF Budget Object – 4000, 5000	Provide interim benchmarks and collaboration time for data analysis. $5,000 for benchmarks, Funding Source – LCFF Budget Object – 4000, 5000	Provide interim benchmarks and collaboration time for data analysis $5,000 for benchmarks, Funding Source – LCFF Budget Object – 4000, 5000
4.2 Monitor student achievement through California's accountability system, the Annual Performance Index or API, and use results to measure student progress and revise LCAP priorities and goals	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program	Student achievement data is collected through data management software, analyzed and used to inform instruction	*LEA*		Student achievement data is collected, analyzed and used to inform instruction $80,000*.33 = $26,400 for achievement analysis Funding Source – LCFF Budget Object - 1000	Student achievement data is collected, analyzed and used to inform instruction $80,000*.33 = $26,400 for achievement analysis Funding Source – LCFF Budget Object - 1000	Student achievement data is collected, analyzed and used to inform instruction $80,000*.33 = $26,400 for achievement analysis Funding Source – LCFF Budget Object - 1000
		Data analysis time is provided for instructional planning for all teachers.	*LEA*		All teachers provided weekly prep time during the school day for instructional planning Weekly prep – 650 teachers x 1/6 daily rate x 35 weeks = $750,000 Funding Source – LCFF Budget Object - 1000	All teachers provided weekly prep time during the school day for instructional planning Weekly prep – 650 teachers x 1/6 daily rate x 35 weeks = $750,000 Funding Source – LCFF Budget Object - 1000	All teachers provided weekly prep time during the school day for instructional planning Weekly prep – 650 teachers x 1/6 daily rate x 35 weeks = $750,000 Funding Source – LCFF Budget Object - 1000

4.3 Reduce the disparity in academic performance between state-identified groups of students. *4/29/14 LCAP Community Forum* *4.3 Actions revised to intermediate schools with more than 35% unduplicated pupils*	**State Priority 4** Pupil Achievement **State Priority 1** Basic Services **District Strategic Priority:** Instructional Program	Use Response to Intervention (RtI) and positive behavior intervention to support at-risk students	*LEA*		Provide professional development and support in the implementation of RtI and positive behavior intervention $16,000 for PD support Funding Source – LCFF Budget Object - 1000	Provide professional development and support in the implementation of RtI and positive behavior intervention $16,000 for PD support Funding Source – LCFF Budget Object - 1000	Provide professional development and support in the implementation of RtI and positive behavior intervention $16,000 for PD support Funding Source – LCFF Budget Object - 1000
		Academic Advisors at intermediate schools to support at-risk students.	*LEA*		Provide Academic Advisor to intermediate schools with enrollment of more than 35% unduplicated pupils $80,000*.37*.5 = $14,800 for Academic Advisor certificated salary Funding Source – LCFF Budget Object – 1000	Provide Academic Advisor to intermediate schools with enrollment of more than 35% unduplicated pupils $80,000*.37*.5 = $14,800 for Academic Advisor certificated salary Funding Source – LCFF Budget Object – 1000	Provide Academic Advisor to intermediate schools with enrollment of more than 35% unduplicated pupils $80,000*.37*.5 = $14,800 for Academic Advisor certificated salary Funding Source – LCFF Budget Object – 1000
		Provide counseling services to eligible students.	*LEA*		Provide counseling services at each school site $143,000 for counseling services Funding Source – LCFF Budget Object - 5000	Provide counseling services at each school site $143,000 for counseling services Funding Source – LCFF Budget Object - 5000	Provide counseling services at each school site $143,000 for counseling services Funding Source – LCFF Budget Object - 5000
		Provide before or after-school intervention program to identified under-performing students.	*LEA*		Implement a before or after-school intervention program for students identified as at-risk $150,000 annually Funding Source – LCFF Budget Object -	Implement a before or after-school intervention program for students identified as at-risk $150,000 annually Funding Source – LCFF Budget Object -	Implement a before or after-school intervention program for students identified as at-risk $150,000 annually Funding Source – LCFF Budget Object -
4.4 Ensure that all students are progressing	**State Priority 4** Pupil Achievement **State Priority 2** Implementation	Provide instruction and support in college and career technology.	*LEA*		Provide instruction and support in college and career technology $50,000 annual software license	Provide instruction and support in college and career technology $50,000 annual software license	Provide instruction and support in college and career technology $50,000 annual software license

towards being college and career ready, including building technology literacy. *4/29/14 LCAP Community Forum 4.4 Action revised to "decrease" device to student ratio*	of State Standards **District Strategic Priority:** Instructional Program				Funding Source – LCFF Budget Object - 5000	Funding Source – LCFF Budget Object - 5000	Funding Source – LCFF Budget Object - 5000
		Decrease the device to student ratio for increased student access to technology	*LEA*		Decrease the device to student ratio for increased student access to technology See 3A - Goal 2.3	Decrease the device to student ratio for increased student access to technology See 3A - Goal 2.3	Decrease the device to student ratio for increased student access to technology See 3A - Goal 2.3
		Implement a college and career program at each intermediate site	*LEA*		Implement a college and career program at each intermediate site See 3A - Goal 3.1	Implement a college and career program at each intermediate site See 3A - Goal 3.1	Implement a college and career program at each intermediate site See 3A - Goal 3.1
4.5 **The number or percentage of students attaining English language proficiency by the end of the year will increase annually as measured by the California English Language Development Test (CELDT).**	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program	Provide English Language Development (ELD) instruction during Universal Access time at all schools	*LEA*		Provide ELD instruction during Universal Access time at all schools Provided during instructional day	Provide ELD instruction during Universal Access time at all schools Provided during instructional day	Provide ELD instruction during Universal Access time at all schools Provided during instructional day
		Provide academic instruction in in the content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach	*LEA*		Provide academic instruction in in the content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach Provided during instructional day	Provide academic instruction in in the content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach Provided during instructional day	Provide academic instruction in in the content areas in English using Specially Designed Academic Instruction in English (SDAIE) teaching approach Provided during instructional day
		Provide on-going and sustained professional development, resources and support to district	*LEA*		Provide on-going and sustained professional development, resources and support to district	Provide on-going and sustained professional development, resources and support to district teachers	Provide on-going and sustained professional development, resources and support to district teachers

		teachers in language acquisition			teachers in language acquisition $15,000 for PD certificated salaries in language acquisition Funding Source – LCFF Budget Object - 1000	in language acquisition $15,000 for PD certificated salaries in language acquisition Funding Source – LCFF Budget Object - 1000	in language acquisition $15,000 for PD certificated salaries in language acquisition Funding Source – LCFF Budget Object - 1000
4.6 **The percentage of students reclassified as English proficient will increase annually.**	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program	Provide English Language Development (ELD) instruction during Universal Access time at all schools	*LEA*		Provide ELD instruction during Universal Access time at all schools Provided during instructional day	Provide ELD instruction during Universal Access time at all schools Provided during instructional day	Provide ELD instruction during Universal Access time at all schools Provided during instructional day

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
5.1 All students will make progress towards meeting the minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT) in Grades 5 and 7.	**State Priority 8** Other Pupil Outcomes **District Strategic Priority:** Safety and Wellness **Etiwanda Wellness Program Goals:** Physical Fitness Testing	Provide support to elementary schools in implementing physical education programs that engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	*K-5 Schools*		Shared physical education teacher at each elementary school site to coordinate physical fitness program for students and provide follow-up plan for teachers. $75,000*3 = $225,000 Elementary PE Teachers $12,000*12 = $144,000PE Instructional Aides Total = $369,000 Funding Source – LCFF Budget Object – 1000, 2000	Shared physical education teacher at each elementary school site to coordinate physical fitness program for students and provide follow-up plan for teachers. $75,000*3 = $225,000 Elementary PE Teachers $12,000*12 = $144,000PE Instructional Aides Total = $369,000 Funding Source – LCFF Budget Object – 1000, 2000	Shared physical education teacher at each elementary school site to coordinate physical fitness program for students and provide follow-up plan for teachers. $75,000*3 = $225,000 Elementary PE Teachers $12,000*12 = $144,000PE Instructional Aides Total = $369,000 Funding Source – LCFF Budget Object – 1000, 2000
		Provide shared physical education teachers with collaboration time to develop strategies to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	*K-5 Schools*		Provide collaboration time for shared Physical Education teachers and instructional aides. 3 teachers * 3 days * $140/day = $1,260 of collaboration time. Funding Source – LCFF Budget Object - 1000	Provide collaboration time for shared Physical Education teachers and instructional aides. 3 teachers * 3 days * $140/day = $1,260 of collaboration time. Funding Source – LCFF Budget Object - 1000	Provide collaboration time for shared Physical Education teachers. 3 teachers * 3 days * $140/day = $1,260 of collaboration time. Funding Source – LCFF Budget Object - 1000
5.2 Students will provide feedback and suggestions for improving student outcomes and overall	**State Priority 8** Other Pupil Outcomes	Administer annual student survey to students in grades 3 – 8.	*LEA*		Administer annual survey to students in grades 3 – 5. Use survey data to develop goals to improve student outcomes. $5000 for survey Funding Source – LCFF Budget Object - 4000	Administer annual survey to students in grades 3 – 5. Use survey data to monitor progress towards goals and improve student outcomes. $5000 for survey Funding Source – LCFF Budget Object - 4000	Administer annual survey to students in grades 3 – 5. Use survey data to monitor progress towards goals improve student outcomes. $5000 for survey Funding Source – LCFF Budget Object - 4000

performance at their schools.

4/29/14
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LCAP Review
5.2 Goof added and action developed

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
6.1 Administer annual Parent online/paper -based survey administered during peak parent engagement time to all parents. *4/29/14 LCAP Community Forum 6.1 Additional actions added to increase Parent Survey participation*	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement	Administer annual Parent survey to assess progress towards meeting LCAP and instructional goals	*LEA*		Administer annual Parent survey aligned with state priorities. $500 * .63 = $160 for administration Funding Source – LCFF Budget Object – 4000	Administer annual Parent survey aligned with state priorities. $500 * .63 = $160 for administration Funding Source – LCFF Budget Object – 4000	Administer annual Parent survey aligned with state priorities $500 * .63 = $160 for administration Funding Source – LCFF Budget Object – 4000
		Provide incentives for students, classrooms, and schools for Parent Survey participation	*LEA*		District will support schools in identifying opportunities to motivate parents to complete the Parent Survey through incentives. $1600 for motivational support Funding Source – LCFF Budget Object - 4000	District will support schools in identifying opportunities to motivate parents to complete the Parent Survey through incentives. $1600 for motivational support Funding Source – LCFF Budget Object - 4000	District will support schools in identifying opportunities to motivate parents to complete the Parent Survey through incentives. $1600 for motivational support Funding Source – LCFF Budget Object - 4000
		Promote community awareness and participation in Parent Survey through school and district communication venues,	*LEA*		District will use a variety of communication tools, including social media, to communicate with the community about the relevance of participating in the annual Parent survey. $10,000 annual support of dialer software system. Funding Source – LCFF Budget Object - 5000	District will use a variety of communication tools, including social media, to communicate with the community about the relevance of participating in the annual Parent survey. $10,000 annual support of dialer software system. Funding Source – LCFF Budget Object - 5000	District will use a variety of communication tools, including social media, to communicate with the community about the relevance of participating in the annual Parent survey. $10,000 annual support of dialer software system. Funding Source – LCFF Budget Object - 5000
6.2 Promote input from under-	**State Priority 3** Parent Involvement	Administer annual Unduplicated Pupils Parent survey to assess progress towards meeting LCAP and instructional goals	*LEA*		Administer annual Unduplicated pupils Parent survey aligned with state priorities.	Administer annual Unduplicated pupils Parent survey aligned with state priorities.	Administer annual Unduplicated pupils Parent survey aligned with state priorities.

represented families through a survey that targets input from unduplicated student group parents.	**District Strategic Priority:** Parent Involvement				Use annual parent survey input to monitor progress towards LCAP and instructional goals and restructure goals and objectives as necessary. $500 * .63 = $160 for administration Funding Source – LCFF Budget Object – 4000	Use annual parent survey input to monitor progress towards LCAP and instructional goals and restructure goals and objectives as necessary. $500 * .63 = $160 for administration Funding Source – LCFF Budget Object – 4000	Use annual parent survey input to monitor progress towards LCAP and instructional goals and restructure goals and objectives as necessary. $500 * .63 = $160 for administration Funding Source – LCFF Budget Object – 4000
6.3 Promote parent participation in school programs and activities.	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement	Provide multiple pathways for parent involvement at each school site (before, during, and after school)	*LEA*		The opportunities for parent participation in school programs and activities will establish baseline for growth. $NA	The opportunities for parent participation in school programs and activities will increase from prior year. $NA	The opportunities for parent participation in school programs and activities will increase from prior year. $NA
		Promote communication with parents through school/district website, auto-dialer, newsletters, and social media.	*LEA*		Schools will use wide variety of communication tools, including social media, to promote parent participation. See 3A - Goal 6.1	Schools will use wide variety of communication tools, including social media, to promote parent participation. See 3A - Goal 6.1	Schools will use wide variety of communication tools, including social media, to promote parent participation. See 3A - Goal 6.1
6.4 Provide school administrators with strategies and support for engaging parents in school community. *4/29/14 LCAP Community Forum* *6.4 Goal and actions added*	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement	Director of Pupil Services will provide schools with strategies and support for engaging parents in school community.	*LEA*		Director of Pupil Services will provide schools with strategies and support for engaging parents in school community $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services will provide schools with strategies and support for engaging parents in school community $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services will provide schools with strategies and support for engaging parents in school community $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
7.1 Maintain high attendance rates for all students, including under-performing student groups. *4/29/14 LCAP Community Forum 7.1 Goal updated – Director of Pupil Services*	**State Priority 5** Pupil Engagement	Establish annual goals for attendance, by state identified subgroups, with each school site administrator	*LEA*		Review progress towards attendance goals, by state identified subgroups, at quarterly goal meetings See 3B – Goal 4.2 $7,000 of Admin Assistant time for creation of the ADA information Funding Source – LCFF Budget Object – 2000	Review progress towards attendance goals, by state identified subgroups, at quarterly goal meetings See 3B – Goal 4.2 $7,000 of Admin Assistant time for creation of the ADA information Funding Source – LCFF Budget Object – 2000	Review progress towards attendance goals, by state identified subgroups, at quarterly goal meetings See 3B – Goal 4.2 $7,000 of Admin Assistant time for creation of the ADA information Funding Source – LCFF Budget Object – 2000
		Hire a Director of Pupil Services to coordinate services to maximize student welfare and attendance and minimize truancy and dropout rates.	*LEA*		Provide professional development and support to school site administrators and staff who are accountable for positive school attendance. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Provide professional development and support to school site administrators and staff who are accountable for positive school attendance. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Provide professional development and support to school site administrators and staff who are accountable for positive school attendance. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000
7.2 Plan and develop activities that engage students and their families in their	**State Priority 5** Pupil Engagement **State Priority 6** School Climate	Provide multiple pathways for parent involvement at each school site (before, during, and after school)	*LEA*		Support schools in identifying opportunities for parent involvement (before, during, and after school). $5,000 support for parent involvement programs. Funding Source – LCFF Budget Object – 4000, 5000	Support schools in identifying opportunities for parent involvement (before, during, and after school). $5,000 support for parent involvement programs. Funding Source – LCFF Budget Object – 4000, 5000	Support schools in identifying opportunities for parent involvement (before, during, and after school). $5,000 support for parent involvement programs. Funding Source – LCFF Budget Object – 4000, 5000

schools. *4/29/14 LCAP Community Forum 7.2 Goal updated – Director of Pupil Services*		Hire a Director of Pupil Services Attendance to coordinate services to maximize parent engagement.	*LEA*		Provide outreach services to families of state identified subgroups to increase parent engagement. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Provide outreach services to families of state identified subgroups to increase parent engagement. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Provide outreach services to families of state identified subgroups to increase parent engagement. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000
		Coordinate Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school to engage students in a positive school climate.	*Interm. Schools*		Support schools in coordinating an Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school. $4,000 for Rachel's Challenge Funding Source – LCFF Budget Object - 5000	Support schools in coordinating an Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school. $4,000 for Rachel's Challenge Funding Source – LCFF Budget Object - 5000	Support schools in coordinating an Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school. $4,000 for Rachel's Challenge Funding Source – LCFF Budget Object - 5000
7.3 Reduce chronic absenteeism *4/29/14 DAC/ELAC LCAP Review 7.3 Clarify CWA Technician actions Advisor*	**State Priority 5** Pupil Engagement	Hire a Director of Pupil Services to coordinate services throughout the District that maximize student welfare and attendance and minimize truancy and chronic absenteeism.	*LEA*		Director of Pupil Services provides services and resources to school administrators and staff working with families of students who are chronically absent. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services provides services and resources to school administrators and staff working with families of students who are chronically absent. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services provides services and resources to school administrators and staff working with families of students who are chronically absent. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000
		Provide Child Welfare and Attendance Technician to monitor school Student Attendance Review Team (SART) and district Student Attendance Review Board (SARB).	*LEA*		Child Welfare and Attendance Technician monitors student attendance and facilitates SART and SARB process. $40,000 CWA Technician Funding Source – LCFF Budget Object - 2000	Child Welfare and Attendance Technician monitors student attendance and facilitates SART and SARB process. $40,000 CWA Technician Funding Source – LCFF Budget Object - 2000	Child Welfare and Attendance Technician monitors student attendance and facilitates SART and SARB process. $40,000 CWA Technician Funding Source – LCFF Budget Object - 2000

		Provide Short Term Independent Study (STIS) coordinator to facilitate short term independent study options.	*LEA*		Provide Short Term Independent Study (STIS) coordinator to facilitate short term independent study options. $4,000 for STIS support Funding Source – LCFF Budget Object -	Provide Short Term Independent Study (STIS) coordinator to facilitate short term independent study options. $4,000 for STIS support Funding Source – LCFF Budget Object -	Provide Short Term Independent Study (STIS) coordinator to facilitate short term independent study options. $4,000 for STIS support Funding Source – LCFF Budget Object -
		Provide Alternative Studies Program to students as an educational option. Alternative Studies Program includes home school, online education, and independent study options for students.	*LEA*		Provide Alternative Studies Program as an educational option for students. $120,000 for alternate education support Funding Source – LCFF Budget Object – 1000, 2000, 5000	Provide Alternative Studies Program as an educational option for students. $120,000 for alternate education support Funding Source – LCFF Budget Object – 1000, 2000, 5000	Provide Alternative Studies Program as an educational option for students. $120,000 for alternate education support Funding Source – LCFF Budget Object – 1000, 2000, 5000
7.4 Reduce middle school drop-out rates. *4/29/14 DAC/ELAC LCAP Review 7.4 Expand Short-term Independent Study action*	**State Priority 5** Pupil Engagement	Provide WestEnd counseling services to students.	*LEA*		Provide WestEnd counseling services to students See 3A – Goal 4.3	Provide WestEnd counseling services to students See 3A – Goal 4.3	Provide WestEnd counseling services to students See 3A – Goal 4.3
		Provide Community Day School education setting.	*Interm. Schools*		Provide Community Day School education setting $109,000 annually Funding Source – LCFF Budget Object – 1000, 2000	Provide Community Day School education setting $109,000 annually Funding Source – LCFF Budget Object – 1000, 2000	Provide Community Day School education setting $109,000 annually Funding Source – LCFF Budget Object – 1000, 2000
		Hire a Director of Pupil Services to coordinate services to maximize student welfare and attendance and minimize truancy and dropout rates.	*LEA*		Provide professional development and support to school site administrators and staff who are accountable for positive school attendance. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Provide professional development and support to school site administrators and staff who are accountable for positive school attendance. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Provide professional development and support to school site administrators and staff who are accountable for positive school attendance. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000
		Provide Alternative Studies Program to students as an educational option.	*LEA*		Provide Alternative Studies Program as an educational option for students.	Provide Alternative Studies Program as an educational option for students.	Provide Alternative Studies Program as an educational option for students.

		Alternative Studies Program includes home school, online education, and independent study options for students.			See 3A – Goal 7.3	See 3A – Goal 7.3	See 3A – Goal 7.3
7.5 Reduce the number of social promotions from eighth grade to high school. *4/29/14 DAC/ELAC LCAP Review 7.5 Actions revised to reflect new staffing criteria for Academic*	**State Priority 5** Pupil Engagement	Provide Academic Advisors at intermediate schools to support students who at-risk of social promotion.	*Interm. Schools*		Provide Academic Advisors at intermediate schools, with enrollment of more than 35% unduplicated pupils, to support students who are at-risk of social promotion. See 3A – Goal 4.3	Provide Academic Advisors at intermediate schools, with enrollment of more than 35% unduplicated pupils, to support students who are at-risk of social promotion. See 3A – Goal 4.3	Provide Academic Advisors at intermediate schools, with enrollment of more than 35% unduplicated pupils, to support students who are at-risk of social promotion. See 3A – Goal 4.3
		Provide Alternative Studies Program to students as an educational option. Alternative Studies Program includes home school, online education, and independent study options for students.	*LEA*		Provide Alternative Studies Program as an educational option for students. See 3A – Goal 7.3	Provide Alternative Studies Program as an educational option for students. See 3A – Goal 7.3	Provide Alternative Studies Program as an educational option for students. See 3A – Goal 7.3
7.6 Administer annual Student Survey in Grades 3 – 8. *4/29/14 LCAP Community Forum 7.6 Goal and actions added*	**State Priority 5** Pupil Engagement	Administer annual Student survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals.	*LEA*		Administer annual Student survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals. See 3A – Goal 5.2	Administer annual Student Survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals. See 3A – Goal 5.2	Administer annual Student Survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals. See 3A – Goal 5.2-

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
8.1 Reduce the rate of suspensions through, counseling, academic intervention and positive behavior support. *4/29/14 LCAP Community Forum 8.1 Revised criteria for Academic Advisors to unduplicated pupils*	**State Priority 6** School Climate **State Priority 5** Pupil Engagement	Provide WestEnd counseling services	*LEA*		Provide WestEnd counseling services See 3A – Goal 4.3	Provide WestEnd counseling services See 3A – Goal 4.3	Provide WestEnd counseling services See 3A – Goal 4.3
		Implement positive behavior intervention and Response to Intervention (RtI) at all schools	*LEA*		Implement positive behavior intervention and Response to Intervention (RtI) at all schools 20 days * $120 = $2,400 substitute support for implementation. Funding Source – LCFF Budget Object - 1000	Implement positive behavior intervention and Response to Intervention (RtI) at all schools 20 days * $120 = $2,400 substitute support for implementation. Funding Source – LCFF Budget Object - 1000	Implement positive behavior intervention and Response to Intervention (RtI) at all schools 20 days * $120 = $2,400 substitute support for implementation. Funding Source – LCFF Budget Object - 1000
		Provide Mental Health counseling for Special Education students.	*LEA*		Provide Mental Health counseling for Special Education students. $525,000 Funding Source – LCFF Budget Object - 1000	Provide Mental Health counseling for Special Education students. $525,000 Funding Source – LCFF Budget Object - 1000	Provide Mental Health counseling for Special Education students. $525,000 Funding Source – LCFF Budget Object - 1000
		Provide Academic Advisors at intermediate schools to support students with alternative solutions for discipline and attendance issues.	*Intermediate Schools*		Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues. See 3A – Goal 4.3	Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues. See 3A – Goal 4.3	Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues. See 3A – Goal 4.3
		Hire a Director of Pupil Services to coordinate services throughout the District to manage outreach services and provide support to	*LEA*		Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline and attendance problems.	Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline and attendance problems.	Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline and attendance problems.

		schools for alternative solutions for discipline and attendance issues.			$110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	$110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	$110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000
8.2 Reduce the rate of expulsions through counseling, academic intervention and positive behavior support. *4/29/14 LCAP Community Forum 8.2 Revised criteria for Academic Advisors to unduplicated pupils*	**State Priority 6** School Climate **State Priority 5** Pupil Engagement	Provide WestEnd counseling services	*LEA*		Provide WestEnd counseling services See 3A – Goal 4.3	Provide WestEnd counseling services See 3A – Goal 4.3	Provide WestEnd counseling services See 3A – Goal 4.3
		Implement positive behavior intervention and Response to Intervention (RtI)	*LEA*		Implement positive behavior intervention and Response to Intervention (RtI) See Goal 8.1	Implement positive behavior intervention and Response to Intervention (RtI) See Goal 8.1	Implement positive behavior intervention and Response to Intervention (RtI) See Goal 8.1
		Provide Academic Advisors at intermediate schools to support students with alternative solutions for discipline and attendance issues.	*Intermediate Schools*		Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues. See 3A – Goal 4.3	Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues. See 3A – Goal 4.3	Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues. See 3A – Goal 4.3
		Hire a Director of Pupil Services to coordinate services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline ad attendance problems.	*LEA*		Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline and attendance problems. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline and attendance problems. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000	Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline and attendance problems. $110,000/7*.63 = $9,900 of additional salary towards parent engagement Funding Source – LCFF Budget Object - 1000
8.3 Reduce incidents of bullying	**State Priority 6** School Climate	Implement one bully prevention program at each school site	*LEA*		The number of reported bully incidents at each school will set baseline for improvement.	The number of reported incidents of bullying will decrease from prior year.	The number of reported incidents of bullying will decrease from prior year.

	State Priority 5 Pupil Engagement				$16,000*.63 = $10,080 Funding Source – LCFF Budget Object – 4000, 5000	$16,000*.63 = $10,080 Funding Source – LCFF Budget Object – 4000, 5000	$16,000*.63 = $10,080 Funding Source – LCFF Budget Object – 4000, 5000
		Investigate and address all reported incidents of bullying	*LEA*		Investigate and address all reported incidents of bullying No additional cost	Investigate and address all reported incidents of bullying No additional cost	Investigate and address all reported incidents of bullying No additional cost
		Coordinate Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school to engage students in a positive school climate.	*Intermediate Schools*		Support schools in coordinating a Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school. See 3A – Goal 7.2	Support schools in coordinating a Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school. See 3A – Goal 7.2	Support schools in coordinating a Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school. See 3A – Goal 7.2
8.4 Increase the number and ways parents can volunteer at their child's school. *4/29/14 LCAP Community Forum 8.4 Revised action to include volunteer opportunities during the school day*	**State Priority 6** School Climate **District Strategic Priority:** Parent Involvement	Increase opportunities for parents to get involved at their child's school, including before, during and after school.	*LEA*		Support schools in identifying opportunities for parent involvement. $8,000 annually Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying opportunities for parent involvement. $8,000 annually Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying opportunities for parent involvement. $8,000 annually Funding Source – LCFF Budget Object – 1000, 2000
8.5 Expand the use of school libraries.	**State Priority 6** School Climate **State Priority 5** Pupil Engagement	Implement programs and activities that encourage student and parent engagement with school libraries	LEA		Support schools in identifying opportunities that increase student and parent engagement with school libraries. $8,000 annually Funding Source – LCFF	Support schools in identifying opportunities that increase student and parent engagement with school libraries. $8,000 annually Funding Source – LCFF	Support schools in identifying opportunities that increase student and parent engagement with school libraries. $8,000 annually Funding Source – LCFF

	District Strategic Priority: Parent Involvement				Budget Object – 1000, 2000	Budget Object – 1000, 2000	Budget Object – 1000, 2000
8.6 Maintain home to school communication and explore ways to expand communication *4/29/14 Board of Trustees Recom-mendation 8.6 Expand goal and actions to explore home to school communi-cation tools*	**State Priority 6** School Climate **State Priority 5** Pupil Engagement **District Strategic Priority:** Community Leadership and Communi-cation	Maintain home to school communication through: • ESPRI – online gradebook • website • social media • auto-dialer • newsletter • Explore options for expanding home to school communication. Email notification of grades updated or important school messages.	LEA		Support schools in identifying opportunities that increase home to school communication. Maintain ESPRI, district/school website, social media outlets, auto-dialer, and newsletters. Investigate options for expanding options for parent communication • new online learning management software with additional options for communication • additional programming with current online gradebook software to notify parents about updates to grades or school to home communication. $8,000 annual support Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying opportunities that increase home to school communication. Maintain ESPRI, district/school website, social media outlets, auto-dialer, and newsletters. Review options investigated and pilot, if possible, potential software or programming changes. $8,000 annual support Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying opportunities that increase home to school communication. Maintain ESPRI, district/school website, social media outlets, auto-dialer, and newsletters. Make a recommendation based on investigation and pilot for expanding communication tools. $8,000 annual support Funding Source – LCFF Budget Object – 1000, 2000

B. **Identify additional annual actions**, and the LEA may include any services that support these actions, **above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient.** The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
1.1 All students will be provided instruction by a highly qualified, appropriately assigned teacher. *4/29/14 LCAP Community Forum 1.1 Action added to include HQT teacher*	**State Priority 1** Basic Services **District Strategic Priority:** Human Resources:	For low income/foster youth pupils: Hire appropriately credentialed teachers at schools serving high populations of low-income students and/or foster youth	*LEA*		Hire appropriately credentialed teachers $1,339,000 for percent of credentialed teacher salary Funding Source – LCFF Budget Object - 1000	Hire appropriately credentialed teachers $1,780,000 for percent of credentialed teacher salary Funding Source – LCFF Budget Object - 1000	Hire appropriately credentialed teachers $2,189,000 for percent of credentialed teacher salary Funding Source – LCFF Budget Object - 1000
		For English learners and redesignated fluent English proficient pupils: Hire teachers with English Learner (EL) authorization or Cross-cultural Language and Academic Development (CLAD) certificate for English language development and specially designed academic instruction delivered in English (SDAIE).			Hire appropriately credentialed teachers with EL and CLAD authorization. $1,339,000 for percent of credentialed teacher salary Funding Source – LCFF Budget Object - 1000	Hire appropriately credentialed teachers with EL and CLAD authorization. $1,780,000 for percent of credentialed teacher salary Funding Source – LCFF Budget Object - 1000	Hire appropriately credentialed teachers with EL and CLAD authorization. $2,189,000 for percent of credentialed teacher salary Funding Source – LCFF Budget Object - 1000
1.2 Probationary teachers participate in	**State Priority 1** Basic Services	For low income/foster youth pupils: Provide training in serving at-risk student populations	*LEA*		Provide training in serving students in at-risk student populations in BTSA program $1,200 for additional BTSA Coordinator when needed	Provide training in serving students in at-risk student populations in BTSA program $1,200 for additional BTSA Coordinator when needed	Provide training in serving students in at-risk student populations in BTSA program $1,000 for additional BTSA Coordinator when needed

the Beginning Teacher Support and Assessment (BTSA) program.	**District Strategic Priority:** Student Learning & Achievement	in new teacher training.			Coordination time Funding Source – LCFF Budget Object - 1000	for at-risk population. Funding Source – LCFF Budget Object -	for at-risk population. Funding Source – LCFF Budget Object -
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide training in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).	*LEA*		Provide training in ELD and SDAIE in BTSA program $1,200 for additional ELD / SDAIE BTSA Coordinator when needed Funding Source – LCFF Budget Object – 1000	Provide training in ELD and SDAIE in BTSA program $1,200 for additional ELD / SDAIE BTSA Coordinator when needed Funding Source – LCFF Budget Object - 1000	Provide training in ELD and SDAIE in BTSA program $1,200 for additional ELD / SDAIE BTSA Coordinator when needed Funding Source – LCFF Budget Object - 1000
1.3 Provide students with access to standards-aligned instructional materials.	**State Priority 1** Basic Services **District Strategic Priority:** Instructional Program	<u>For low income/foster youth pupils:</u> Provide students with core and as needed, intervention materials for Math and ELA	*LEA*		Provide students with core and, as needed, intervention materials $50,000 per additional adoption material Funding Source – LCFF Budget Object - 4000	Provide students with core and, as needed, intervention materials $50,000 per additional adoption material Funding Source – LCFF Budget Object - 4000	Provide students with core and, as needed, intervention materials $50,000 per additional adoption material Funding Source – LCFF Budget Object - 4000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide students access to Universal Access materials in Math and ELA as needed.	*LEA*		Provide students with access to Universal Access materials, as needed. $10,000 for additional Universal Access material Funding Source – LCFF Budget Object - 4000	Provide students with access to Universal Access materials, as needed. $10,000 for additional Universal Access material Funding Source – LCFF Budget Object - 4000	Provide students with access to Universal Access materials, as needed. $10,000 for additional Universal Access material Funding Source – LCFF Budget Object - 4000
1.4 Provide adequate and updated facilities that support the instructional program and meets district's educational priorities and goals.	**State Priority Area 1** Basic Services **District Strategic Priority:** Facilities	<u>For low income/foster youth:</u> No additional actions needed <u>For English learners and redesignated fluent English proficient pupils:</u> No additional actions needed			N/A	N/A	N/A

1.5 Implement the Etiwanda Safety Plan at all schools.	**State Priority 1** Basic Services **District Strategic Priority:** Facilities **Etiwanda School District Safety Plan**	<u>For low income/foster youth:</u> No additional actions needed <u>For English learners and redesignated fluent English proficient pupils:</u> No additional actions needed			N/A	N/A	N/A

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
2.1 Build teacher capacity through ongoing professional development, instructional support and collaborative planning time for all teachers.	**State Priority 2** Implementation of State Standards **State Priority 1** Basic Services **District Strategic Priority:** Instructional Program	<u>For low income/foster youth, English learners (EL), and redesignated fluent English proficient (RFEP) pupils:</u> Provide teachers with training in classroom learning structures that engage all students, including at-risk and limited English proficient students, in the learning process with positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures)	*LEA*		Provide training for all teachers to complete one additional day of Kagan Cooperative Learning program until five day module training is complete. 1 day x $5,000 / day = $5,000 Funding Source – LCFF Budget Object - 5000	Provide training for all teachers to complete one additional day of Kagan Cooperative Learning program until five day module training is complete. 1 day x $5,000 / day = $5,000 Funding Source – LCFF Budget Object - 5000	Provide training for all teachers to complete one additional day of Kagan Cooperative Learning program until five day module training is complete. 1 day x $5,000 / day = $5,000 Funding Source – LCFF Budget Object - 5000
		<u>For low income/foster youth pupils:</u> Professional development and collaborative planning time for teachers includes Universal Access and strategies for meeting the needs	*LEA*		Add one additional PDP(Professional Development Provider) to the professional Development Center with experience and training in early literacy and English Language Development (ELD)	Assess Professional Development staff and adjust as needed Continued additional cost of $74,000 for ELD PDP Funding Source – LCFF	Assess Professional Development staff and adjust as needed Continued additional cost of $74,000 for ELD PDP Funding Source – LCFF

		of students, including at-risk and limited English proficient students, performing below grade level.			Additional $74,000 for ELD PDP Funding Source – LCFF Budget Object - 1000	Budget Object - 1000	Budget Object - 1000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Professional development (PD) for teachers includes Universal Access and strategies for building language acquisition.	*LEA*		Provide professional development and instructional support to teachers working with EL and RFEP students 3 days substitutes x ($120) = $360 $360 x 650 teachers * 37 % =$87,000 and $48,000 for EL Instructional Aides = $135,000 Funding Source – LCFF Budget Object – 1000, 2000	Provide professional development and instructional support to teachers working with EL and RFEP students 3 days substitutes x ($120) = $360 $360 x 650 teachers * 37 % =$87,000 and $48,000 for EL Instructional Aides = $135,000 Funding Source – LCFF Budget Object – 1000, 2000	Provide professional development and instructional support to teachers working with EL and RFEP students 3 days substitutes x ($120) = $360 $360 x 650 teachers * 37 % =$87,000 and $48,000 for EL Instructional Aides = $135,000 Funding Source – LCFF Budget Object – 1000, 2000
		<u>For low income/foster youth, English learners, and redesignated fluent English proficient pupils:</u> Provide a program specialist to assist teachers in meeting the needs of low-performing, under-achieving and second language students.	*LEA*		EL and Title I Program Specialist provides training and instructional support to classroom teachers and administrators in meeting the needs of low income, foster youth, EL, and RFEP students. Additional PS support - $74,000 Funding Source – LCFF Budget Object - 1000	EL and Title I Program Specialist provides training and instructional support to classroom teachers and administrators in meeting the needs of low income, foster youth, EL, and RFEP students. Additional PS support - $74,000 Funding Source – LCFF Budget Object - 1000	EL and Title I Program Specialist provides training and instructional support to classroom teachers and administrators in meeting the needs of low income, foster youth, EL, and RFEP students. Additional PS support - $74,000 Funding Source – LCFF Budget Object - 1000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide Professional Development Center,	*LEA*		PDSs and PDPs will provide teachers, administrators, and school staff with professional development and collaborative coaching on the effective implementation of the new	PDSs and PDPs will provide teachers, administrators, and school staff with professional development and collaborative coaching on the effective implementation of the	PDSs and PDPs will provide teachers, administrators, and school staff with professional development and collaborative coaching on the effective implementation of the

		Specialists (PDS) and Providers (PDP), to deliver training and instructional support to teachers, administrators, and school staff on: • effectively implementing the English Language Development standards • providing ELD integrated support during core instruction • providing designated ELD support during Universal Access time			state standards throughout the year. Hire additional PDP to support professional development and collaboration in the areas of primary literacy, language development, and foundational reading program components. $74,000 for additional PD staff providing EL support Funding Source – LCFF Budget Object - 1000	English Language Development standards throughout the year. Adjust professional development staff as needed to support teachers in implementing English Language Development standards. $74,000 for additional PD staff providing EL support Funding Source – LCFF Budget Object - 1000	English Language Development standards throughout the year. Adjust professional development staff as needed to support teachers in implementing English Language Development standards. $74,000 for additional PD staff providing EL support Funding Source – LCFF Budget Object - 1000
2.2 **Use Smarter Balanced and/or local assessments of new state standards (CCSS) to inform instruction, identify students in need of intervention or enrichment.**	**State Priority 2** Implementation of State Standards **State Priority 5** Pupil Engagement **District Strategic Priority:** Instructional Program	<u>For low income/foster youth, English learners, and redesignated fluent English proficient pupils:</u> Teacher will use assessment results to identify Focus Students and develop a plan of action that incorporates Universal Access materials, language development, and progress monitoring, Focus student selection priority will be given to EL, and non-proficient	*LEA*		Teachers identify focus students and develop a plan of action. 1day x $120 x 650 x .5 = $39,000 needed for development and implementation of the focus group action plan. Funding Source – LCFF Budget Object - 1000	Teachers identify focus students and develop a plan of action. The plan is implemented and monitored throughout the year. 1day x $120 x 650 x .5 = $39,000 needed for development and implementation of the focus group action plan. Funding Source – LCFF Budget Object - 1000	Teachers identify focus students and develop a plan of action. The plan is implemented and monitored throughout the year. 1day x $120 x 650 x .5 = $39,000 needed for development and implementation of the focus group action plan. Funding Source – LCFF Budget Object - 1000

		students in state identified subgroups.					
		<u>For low income/foster youth, English learners, and redesignated fluent English proficient pupils:</u> Teachers will monitor progress and adjust instruction for Focus Students during collaboration time. Focus student selection priority will be given to EL, and non-proficient students in state identified subgroups.	*LEA*		The action plan for each Focus Student is implemented and monitored throughout the year during teacher collaboration time. 1day x $120 x 650 x .5 = $39,000 for substitute for development and implementation of the focus group action plan. Funding Source – LCFF Budget Object - 1000	The action plan for each Focus Student is implemented and monitored throughout the year during teacher collaboration time. 1day x $120 x 650 x .5 = $39,000 for substitute for development and implementation of the focus group action plan. Funding Source – LCFF Budget Object - 1000	The action plan for each Focus Student is implemented and monitored throughout the year during teacher collaboration time. 1day x $120 x 650 x .5 = $39,000 for substitute for development and implementation of the focus group action plan. Funding Source – LCFF Budget Object - 1000
		<u>For low income/foster youth, English learners, and redesignated fluent English proficient pupils:</u> School Administrators will monitor Focus Student progress through goal meetings with Superintendent. Focus student selection priority will be given to EL, and non-proficient students in state identified subgroups.	*LEA*		Action plans for Focus Students are reviewed by school administrators and monitored throughout the year with teachers and Superintendent. $0 – Cost built into normal salary	Action plans for Focus Students are reviewed by school administrators and monitored throughout the year with teachers and Superintendent. $0 – Cost built into normal salary	Action plans for Focus Students are reviewed by school administrators and monitored throughout the year with teachers and Superintendent. $0 – Cost built into normal salary

2.3 Increase student engagement and learning of CCSS through the effective use of technology in daily instruction. *4/29/14 DAC/ELAC LCAP Review 2.3 Action added – technology infrastructure*	**State Priority 2** Implementation of Common Core State Standards **State Priority 5** Pupil Engagement **District Strategic Priority:** Technology **Etiwanda Technology Plan:** Actions steps to ensure all students and teachers have increased access to educational technology.	<u>For English learners pupils who are in the US for the first time for less than 12 months:</u> Provide Newcomer students with an electronic tablet to assist in instruction during the school day.	*LEA*		Provide Newcomer students with an electronic tablet for the first 12 months in school. 95 x $500 = $47,500 for newcomer tablet. Funding Source – LCFF Budget Object - 4000	Evaluate electronic tablet use/effectiveness and adjust devices and training as needed. 15 x $500 = $7,500 for new newcomer tablet as needed. Funding Source – LCFF Budget Object - 4000	Evaluate electronic tablet use/effectiveness and adjust devices and training as needed. 15 x $500 = $7,500 newcomer tablet as needed. Funding Source – LCFF Budget Object - 4000
		<u>For low income/foster youth, English learners, and redesignated fluent English proficient pupils:</u> Provide access to online intervention math and reading intervention software.	*LEA*		Provide students with access to online intervention math and reading software. $20,000 annual online software cost. Funding Source – LCFF Budget Object - 5000	Evaluate intervention math and reading software use/effectiveness and adjust devices and training as needed. $20,000 annual online software cost. Funding Source – LCFF Budget Object - 5000	Evaluate intervention math and reading software use/effectiveness and adjust devices and training as needed. $20,000 annual online software cost. Funding Source – LCFF Budget Object - 5000
		<u>For English learners, and redesignated fluent English proficient pupils:</u> Increase the number of technology devices available to students at each school	*LEA*		Decrease the device to student ratio at all schools with priority given to EL classroom clusters See 3A - Goal 2.3	Decrease the device:student ratio at all schools with priority given to EL classroom clusters See 3A - Goal 2.3	Decrease the device:student ratio at all schools with priority given to EL classroom clusters See 3A - Goal 2.3
		<u>For English learners, and redesignated fluent English proficient pupils:</u> Provide school sites with Instructional Technology Support Clerk (ITSC) to assist	*LEA*		Provide school sites with a 3 hour Instructional Technology Support Clerk (ITSC) with training on programs, applications, and devices that support language development to encourage EL student engagement and use.	Re-evaluate the effectiveness of the ITSC position and determine next steps	Action determined by prior year.

		with the maintenance and support of site technology with training on programs, applications, and devices that support language development to encourage EL student engagement and use.			See 3A - Goal 2.3	See 3A - Goal 2.3	See 3A - Goal 2.3
2.4 Develop and/or procure instructional materials aligned with CCSS to support effective daily instruction of CCSS.	**State Priority Area 2** Implementation of State Standards **State Priority 1** Basic Services **Etiwanda Strategic Priority:** Instructional Program	<u>For low income/foster youth, English learners, and redesignated fluent English proficient pupils:</u> Provide all teachers with universal access materials for the math textbook adoption.	*LEA*		Provide all teachers with universal access materials for the math textbook adoption. See 3B - Goal 1.3	Provide all teachers with universal access materials for the math textbook adoption. See 3B - Goal 1.3	Provide all teachers with universal access materials for the math textbook adoption. See 3B - Goal 1.3
		<u>For low income/foster youth, English learners, and redesignated fluent English proficient pupils:</u> Provide all teachers with instructional support for literacy, language development, and intervention for instruction in English/ Language Arts.	*LEA*		Provide release time for site representatives to collaborate with professional development providers on materials and resources that align with the CCCS and current English/Language Arts materials If available, pilot CCCSS aligned textbooks and instructional materials, including ELD support and Universal Access. If available and appropriate, purchase CCCSS aligned textbooks and instructional materials, including ELD support and Universal 3 days x $120 x 100	Provide release time for site representatives to collaborate with professional development providers on materials and resources that align with the CCCS and current English/Language Arts materials If available, pilot CCCSS aligned textbooks and instructional materials, including ELD support and Universal Access.	If available, pilot CCCSS aligned textbooks and instructional materials, including ELD support and Universal Access. If available, appropriate and not purchase din 2015/16, purchase CCCSS aligned textbooks and instructional materials, including ELD support and Universal Access. 3 days x $120 x 100

					teachers *.5*.37 = $6,660 for additional substitute time for collaboration for the targeted group. Funding Source – LCFF Budget Object - 1000	Access. 3 days x $120 x 100 teachers *.5*.37 = $6,660 for additional substitute time for collaboration for the targeted group. Funding Source – LCFF Budget Object - 1000	teachers *.5*.37 = $6,660 for additional substitute time for collaboration for the targeted group. Funding Source – LCFF Budget Object - 1000
2.5 **Provide opportunities for parents to learn more about the new academic Common Core State Standards (CCSS), the components of California Assessment of Student Performance and Progress (CAASPP), and educational programs and services for their child.** *4/29/14 LCAP Community Forum* *2.5 Action added to include other learning opportunities*	**State Priority Area 2** Implementation of State Standards **State Priority 3** Parent Involvement **District Strategic Priority:** Community Leadership and Communication	<u>For low income/foster youth, English learners, and redesignated fluent English proficient pupils:</u> Increase outreach to parents of English Learners, Foster Youth, and low income student groups.	*LEA*		EL and Title I Program Specialist will provide parent engagement strategies to school administrators. A baseline for parent participation will be established. Additional meetings and instructional time built into job schedules.	Parent participation at educational opportunities will increase from prior year. Additional meetings and instructional time built into job schedules.	Parent participation at educational opportunities will increase from prior year. Additional meetings and instructional time built into job schedules.
		<u>For low income/foster youth, English learners, and redesignated fluent English proficient pupils:</u> Provide childcare or activity for school age children during parent educational opportunities.	*LEA*		Provide childcare or simultaneous student activity during parent educational opportunities. Additional childcare time - $2,000 per year. Funding Source – LCFF Budget Object – 2000	Provide childcare or simultaneous student activity during parent educational opportunities. Additional childcare time - $2,000 per year. Funding Source – LCFF Budget Object - 2000	Provide childcare or simultaneous student activity during parent educational opportunities. Additional childcare time - $2,000 per year. Funding Source – LCFF Budget Object - 2000

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
3.1 All students have access to a broad course of study, including the core subject areas English, social studies, science and math.	**State Priority 7** Course Access **District Strategic Priority:** Instructional Program	<u>For low income/foster youth pupils:</u> Provide intervention during universal access time to allow at-risk students access to visual and performing arts, health and nutrition, and physical education	*LEA*		Review master schedules to identify opportunities for increased access to visual and performing arts, health and nutrition, and physical education. $80,000/7 = $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to visual and performing arts, health and nutrition, and physical education. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to visual and performing arts, health and nutrition, and physical education. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide intervention during universal access time to allow EL and RFEP students access to visual and performing arts, health and nutrition, and physical education	*LEA*		Review master schedules to identify opportunities for increased access to visual and performing arts, health and nutrition, and physical education. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to visual and performing arts, health and nutrition, and physical education. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to visual and performing arts, health and nutrition, and physical education. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000
		<u>For low income/foster youth pupils:</u> Provide intervention during universal access time to provide at-risk students an introduction	*LEA*		Review master schedules to identify opportunities for increased access to technology. $11,400 for credentialed teacher to provide access to	Review master schedules to identify opportunities for increased access to technology. $11,400 for credentialed teacher to provide access to	Review master schedules to identify opportunities for increased access to technology. $11,400 for credentialed teacher to provide access to

		to keyboarding and basic educational software			low income / foster youth students Funding Source – LCFF Budget Object - 1000	low income / foster youth students Funding Source – LCFF Budget Object - 1000	low income / foster youth students Funding Source – LCFF Budget Object - 1000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide intervention during universal access time to provide EL and RFEP students an introduction to keyboarding and basic educational software	*LEA*	Ensure	Review master schedules to identify opportunities for increased access to technology. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to technology. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to technology. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000
3.2 Provide students at the intermediate school level access to foreign language and career exploratory classes. *4/29/14 LCAP Community Forum* *3.2 Action deleted (duplicated in 3.1)*	**State Priority 7** Course Access **District Strategic Priority:** Instructional Program	<u>For low income/foster youth pupils:</u> Provide intervention during universal access time to provide at-risk students with access to foreign language and career exploratory classes.	*LEA*		Review master schedules to identify opportunities for increased access to foreign language and career exploratory classes. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to foreign language and career exploratory classes. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to foreign language and career exploratory classes. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide intervention during universal access time to provide English Learners with same access to foreign language and career exploratory classes.	*LEA*		Review master schedules to identify opportunities for increased access to foreign language and career exploratory classes. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to foreign language and career exploratory classes. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Review master schedules to identify opportunities for increased access to foreign language and career exploratory classes. $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000
3.3 Provide	**State Priority 7** Course	<u>For English learners and redesignated fluent English proficient pupils:</u>	*LEA*		Investigate training and professional develop opportunities that meet the	Integrate STEM learning opportunities that meet the needs of EL and RFEP	Integrate STEM learning opportunities that meet the needs of EL and RFEP

students with opportunities to engage in STEM lessons and activities. *4/29/14 LCAP Community Forum* *3.3 Goal and Actions added*	Access **District Strategic Priority:** Instructional Program	Provide opportunities for EL students to engage in STEM learning opportunities to encourage interest in science and technical careers.			needs of EL and RFEP students for professional development providers, selected site representatives, and administrators on STEM learning opportunities. $1,000 investigation part of PD schedule Funding Source – LCFF Budget Object - 5000	students into the professional development plan for teachers for 2015/16. Investigate California's Implementation Plan for Next Generation Science Standards (NGSS) and Science Framework that includes integrated STEM learning opportunities. $1,000 investigation part of PD schedule Funding Source – LCFF Budget Object - 5000	students into the professional development plan for teachers for 2016/17. Support California's Implementation Plan for adopting Next Generation Science Standards (NGSS) and Science Framework that includes integrated STEM learning opportunities. $1,000 investigation part of PD schedule Funding Source – LCFF Budget Object - 5000
		<u>For low income/foster youth pupils:</u> Provide opportunities for low income/foster youth students to engage in STEM learning opportunities to encourage interest in science and technical careers.	*LEA*		Investigate training and professional develop opportunities that meet the needs of low income/foster youth students for professional development providers, selected site representatives, and administrators on STEM learning opportunities. $1,000 investigation part of PD schedule Funding Source – LCFF Budget Object - 5000	Integrate STEM learning opportunities that meet the needs of low income/foster youth students into the professional development plan for teachers for 2015/16. Investigate California's Implementation Plan for Next Generation Science Standards (NGSS) and Science Framework that includes integrated STEM learning opportunities. $1,000 investigation part of PD schedule Funding Source – LCFF Budget Object - 5000	Integrate STEM learning opportunities that meet the needs of low income/foster youth students into the professional development plan for teachers for 2016/17. Support California's Implementation Plan for adopting Next Generation Science Standards (NGSS) and Science Framework that includes integrated STEM learning opportunities. $1,000 investigation part of PD schedule Funding Source – LCFF Budget Object - 5000

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
4.1 Students make continuous improvement towards academic achievement targets required for all schools and LEAs. *4/29/14 LCAP Community Forum* *4.1 Actions expanded to include enrichment opportunities for unduplicated pupil* *4.1 Action added to provide enrichment opportunities*	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program	<u>For low income/foster youth pupils:</u> Provide teachers with a Professional Development Center team that supports teachers in implementing Common Core State Standards and intervention instructional strategies, resources and materials that meet needs of at-risk students.	*LEA*		Add one professional development provider with experience in literacy and numeracy to the Professional Development Center to work directly with teachers who are serving at-risk student populations. $80,000 * .37 * .5 = $14,800 for additional PD provider Funding Source – LCFF Budget Object - 1000	Maintain Professional Development Center team of teachers to work directly with teachers on instructional strategies and materials that support literacy, numeracy, and language development. $80,000 * .37 * .5 = $14,800 for additional PD provider Funding Source – LCFF Budget Object - 1000	Maintain Professional Development Center team of teachers to work directly with teachers on instructional strategies and materials that support literacy, numeracy, and language development. $80,000 * .37 * .5 = $14,800 for additional PD provider Funding Source – LCFF Budget Object - 1000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide teachers with a Professional Development Center team that supports teachers in implementing Common Core State Standards and English Language Development standards instructional strategies, resources and materials that meet needs of EL students.	*LEA*		Add one professional development provider with experience in literacy and language development to the Professional Development Center to work directly with teachers who are serving EL students. $80,000 * .37 * .5 = $14,800 for additional PD provider Funding Source – LCFF Budget Object - 1000	Maintain Professional Development Center team of teachers to work directly with teachers on instructional strategies and materials that support literacy, numeracy, and language development. $80,000 * .37 * .5 = $14,800 for additional PD provider Funding Source – LCFF Budget Object - 1000	Maintain Professional Development Center team of teachers to work directly with teachers on instructional strategies and materials that support literacy, numeracy, and language development. $80,000 * .37 * .5 = $14,800 for additional PD provider Funding Source – LCFF Budget Object - 1000

to EL, Foster Youth, and Low Income student groups.		<u>For low income, foster youth, English learners and redesignated fluent English proficient pupils:</u> Provide instruction using engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Structures)	*LEA*		Provide on-going sustained professional development and support for the implementation of Kagan structures in classrooms $22,200 for training for Kagan PD Funding Source – LCFF Budget Object - 5000	Provide on-going sustained professional development and support for the implementation of Kagan structures in classrooms $5,000 per training for Kagan PD Funding Source – LCFF Budget Object - 5000	Provide on-going sustained professional development and support for the implementation of Kagan structures in classrooms $5,000 per training for Kagan PD Funding Source – LCFF Budget Object - 5000
		<u>For low income, foster youth, English learners and redesignated fluent English proficient pupils:</u> Provide a Program Specialist Instruction to provide professional development, coordinate school based programs, and support the instructional programs for at-risk student groups	*LEA*		Provide a Program Specialist Instruction to support programs for at-risk student groups $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000	Provide a Program Specialist Instruction to support programs for at-risk student groups $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000.	Provide a Program Specialist Instruction to support programs for at-risk student groups $11,400 for credentialed teacher to provide access to low income / foster youth students Funding Source – LCFF Budget Object - 1000
		<u>For low income/foster youth pupils:</u> Provide intervention materials and resources to schools serving at-risk student groups	*LEA*		Provide intervention materials and resources to schools serving at-risk student groups $10,000 additional materials Funding Source – LCFF Budget Object - 4000	Provide intervention materials and resources to schools serving at-risk student groups $10,000 additional materials Funding Source – LCFF Budget Object - 4000	Provide intervention materials and resources to schools serving at-risk student groups $10,000 additional materials Funding Source – LCFF Budget Object - 4000
		<u>For low income, foster youth, English learners and redesignated fluent English proficient pupils:</u>	*LEA*		Provide at-risk student groups with credit recovery. Provide EL, Foster Youth,	Provide at-risk student groups with credit recovery. Provide EL, Foster Youth, and Low Income student	Provide at-risk student groups with credit recovery. Provide EL, Foster Youth, and Low Income student

		Provide at-risk student groups with access to credit recovery and enrichment opportunities.			and Low Income student groups with enrichment opportunities. $5,000 additional virtual school funding. Funding Source – LCFF Budget Object – 5000	groups with enrichment opportunities. $5,000 additional virtual school funding. Funding Source – LCFF Budget Object - 5000	groups with enrichment opportunities. $5,000 additional virtual school funding. Funding Source – LCFF Budget Object - 5000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide English language development materials and resources to schools serving EL student groups	*LEA*		Provide English language development materials and resources to schools serving EL student groups $25,000 additional funding for EL material. Funding Source – LCFF Budget Object - 4000	Provide English language development materials and resources to schools serving EL student groups $25,000 additional funding for EL material. Funding Source – LCFF Budget Object - 4000	Provide English language development materials and resources to schools serving EL student groups $25,000 additional funding for EL material. Funding Source – LCFF Budget Object - 4000
4.2 Monitor student achievement through California's accountability system, the Annual Performance Index or API, and use results to measure student progress and revise LCAP priorities and goals	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program	<u>For low income/foster youth pupils:</u> Provide an Academic Advisor to support under-performing students at-risk of promotion.	*Intermediate Schools*		Academic Advisors support at-risk students, monitor progress, and provide early intervention at intermediate schools with more than 35% unduplicated pupils $80,000*.63*.5 = $25,200 for Academic Advisor certificated salary Funding Source – LCFF Budget Object - 1000	Academic Advisors support at-risk students, monitor progress, and provide early intervention at intermediate schools with more than 35% unduplicated pupils $80,000*.63*.5 = $25,200 for Academic Advisor certificated salary Funding Source – LCFF Budget Object - 1000	Academic Advisors support at-risk students, monitor progress, and provide early intervention at intermediate schools with more than 35% unduplicated pupils $80,000*.63*.5 = $25,200 for Academic Advisor certificated salary Funding Source – LCFF Budget Object - 1000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide an Academic Advisor to support students EL students at-risk of promotion.	*LEA*		Academic Advisors support at-risk students and provide early intervention at intermediate schools with more than 35% unduplicated pupils $80,000*.63*.5 = $25,200 for Academic Advisor certificated salary Funding Source – LCFF Budget Object - 1000	Academic Advisors support at-risk students and provide early intervention at intermediate schools with more than 35% unduplicated pupils $80,000*.63*.5 = $25,200 for Academic Advisor certificated salary Funding Source – LCFF Budget Object - 1000	Academic Advisors support at-risk students and provide early intervention at intermediate schools with more than 35% unduplicated pupils $80,000*.63*.5 = $25,200 for Academic Advisor certificated salary Funding Source – LCFF Budget Object - 1000

4.3 Reduce the disparity in academic performance between state-identified groups of students. *4/29/14 LCAP Community Forum 4.3 Actions revised to intermediate schools with more than 35% unduplicated pupils*	**State Priority 4** Pupil Achievement **State Priority 1** Basic Services **District Strategic Priority:** Instructional Program	<u>For low income/foster youth pupils:</u> Provide before or after-school intervention program to under-performing state identified subgroups, including low income and foster youth, students	*LEA*		Provide before or after-school intervention program with priority placement for low income and foster youth under-performing students $5,000 additional funding for before and after school programs Funding Source – LCFF Budget Object - 2000	Provide before or after-school intervention program with priority placement for low income and foster youth under-performing students $5,000 additional funding for before and after school programs Funding Source – LCFF Budget Object - 2000	Provide before or after-school intervention program with priority placement for low income and foster youth under-performing students $5,000 additional funding for before and after school programs Funding Source – LCFF Budget Object - 2000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide before or after-school intervention program to identified under-performing EL students.	*LEA*		Provide before or after-school intervention program with priority placement for EL students $5,000 additional funding for before and after school programs Funding Source – LCFF Budget Object - 2000	Provide before or after-school intervention program with priority placement for EL students $5,000 additional funding for before and after school programs Funding Source – LCFF Budget Object - 2000	Provide before or after-school intervention program with priority placement for EL students $5,000 additional funding for before and after school programs Funding Source – LCFF Budget Object - 2000
		<u>For low income, foster, English learners and redesignated fluent English proficient pupils:</u> Provide instruction using engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Structures)	*LEA*		Provide on-going sustained professional development and support for the implementation of Kagan structures in classrooms See 3B – Goal 4.1	Provide on-going sustained professional development and support for the implementation of Kagan structures in classrooms See 3B – Goal 4.1	Provide on-going sustained professional development and support for the implementation of Kagan structures in classrooms See 3B – Goal 4.1

4.4 Ensure that all students are progressing towards being college and career ready, including building technology literacy. *4/29/14 LCAP Community Forum 4.4 Actions expanded to include explore options for electronic device assigned to student for home use*	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program	<u>For low income/foster youth pupils:</u> Implement college and career program that includes at-risk and foster youth at all intermediate schools	*LEA*		Implement college and career program that includes at-risk and foster youth at all intermediate schools No additional cost for this activity.	Implement college and career program that includes at-risk and foster youth at all intermediate schools No additional cost for this activity	Implement college and career program that includes at-risk and foster youth at all intermediate schools No additional cost for this activity
		<u>For low income/foster youth (LI/FY) pupils:</u> Explore options for assigning electronic devices to a student for home use.	*LEA*		Build electronic device inventory. See 3A - Goal 2.3	Build electronic device inventory. Investigate options for assigning electronic devices to students for home use. See 3A - Goal 2.3 $2,000 for additional device investigation for LI and FY students. Funding Source – LCFF Budget Object - 1000	Review status of device inventory and determine of home use is feasible. See 3A - Goal 2.3 $2,000 for additional device investigation for LI and FY students. Funding Source – LCFF Budget Object - 1000
4.5 The number or percentage of students attaining English language proficiency by the end of the year will increase annually as measured by	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program	<u>For English learners and redesignated fluent English proficient pupils:</u> Provide English Language Development (ELD) instruction during Universal Access time.	*LEA*		Support schools in designating Universal Access time and the use of appropriate materials See 3B – Goal 1.3	Support schools in designating Universal Access time and the use of appropriate materials See 3B – Goal 1.3	Support schools in designating Universal Access time and the use of appropriate materials See 3B – Goal 1.3
		<u>For English learners attending schools for the first time for less than 12 months and at the beginning level of English mastery (Newcomers):</u>	*LEA*		Provide Newcomer students with instructional technology device for 12 school months. See 3B – Goal 2.3	Provide Newcomer students with instructional technology device for 12 school months. See 3B – Goal 2.3	Provide Newcomer students with instructional technology device for 12 school months. See 3B – Goal 2.3

the California English Language Development Test (CELDT). *4/29/14 LCAP Community Forum* *4.5 Actions expanded to include language* proficiency and ELA standards mastery.		Provide Newcomer students with instructional technology device for 12 school months to use for translation assistance and engaging in content area instruction.					
		<u>For low income, foster, English learners and redesignated fluent English proficient (LI/EL/RFEP) pupils:</u> Provide instruction using engagement strategies that promote positive interdependence, individual accountabilities, equal participation, and simultaneous interaction (Kagan Structures).	*LEA*		Provide on-going sustained professional development and support for the implementation of Kagan structures in classrooms See 3B – Goal 4.1	Provide on-going sustained professional development and support for the implementation of Kagan structures in classrooms See 3B – Goal 4.1	Provide on-going sustained professional development and support for the implementation of Kagan structures in classrooms See 3B – Goal 4.1
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide Academic Advisors to monitor and support students who are not making progress towards English proficiency and English Language Arts (ELA) standards mastery.	*Intermediate Schools*		Provide Academic Advisor to monitor and support the progress of EL students not making progress towards English proficiency and ELA standards mastery. See 3B – Goal 4.2	Provide Academic Advisor to monitor and support the progress of EL students not making progress towards English proficiency and ELA standards mastery. See 3B – Goal 4.2	Provide Academic Advisor to monitor and support the progress of EL students not making progress towards English proficiency and ELA standards mastery. See 3B – Goal 4.2
		<u>For English learners and redesignated fluent English proficient pupils:</u>	*LEA*		Provide CELDT instructional aides to monitor the progress of EL students not making progress towards	Provide CELDT instructional aides to monitor the progress of EL students not making progress towards	Provide CELDT instructional aides to monitor the progress of EL students not making progress towards

		Provide California English Language Development Test (CELDT) instructional aides to support and monitor students who are not making progress towards English proficiency and ELA standards mastery.			English proficiency and ELA standards mastery and provide additional support. $120,000 for EL instructional aides Funding Source – LCFF Budget Object - 2000	English proficiency and ELA standards mastery and provide additional support. $120,000 for EL instructional aides Funding Source – LCFF Budget Object - 2000	English proficiency and ELA standards mastery and provide additional support. $120,000 for EL instructional aides Funding Source – LCFF Budget Object - 2000
4.6 The percentage of students reclassified as English proficient will increase annually.	**State Priority 4** Pupil Achievement **State Priority 2** Implementation of State Standards **District Strategic Priority:** Instructional Program	<u>For English learners and redesignated fluent English proficient pupils:</u> Provide (English Language Development) ELD instruction during Universal Access time.	*LEA*		Support schools in designating Universal Access time and the use of appropriate materials See 3B – Goal 1.3	Support schools in designating Universal Access time and the use of appropriate materials See 3B – Goal 1.3	Support schools in designating Universal Access time and the use of appropriate materials See 3B – Goal 1.3
		<u>For English learners attending schools for the first time for less than 12 months and at the beginning level of English mastery (Newcomers):</u> Provide Newcomer students with instructional technology device for 12 school months to use for translation assistance and engaging in content area instruction.	*LEA*		Provide Newcomer students with instructional technology device for 12 school months. See 3B – Goal 2.3	Provide Newcomer students with instructional technology device for 12 school months. See 3B – Goal 2.3	Provide Newcomer students with instructional technology device for 12 school months. See 3B – Goal 2.3
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide California English Language Development Test (CELDT) instructional aides to support and monitor progress towards English fluency.	*LEA*		Provide CELDT instructional aides to support and monitor progress towards English fluency See 3B – Goal 4.5	Provide CELDT instructional aides to support and monitor progress towards English fluency See 3B – Goal 4.5	Provide CELDT instructional aides to support and monitor progress towards English fluency See 3B – Goal 4.5

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
5.1 All students will make progress towards meeting the minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT) in Grades 5 and 7.	**State Priority 8** Other Pupil Outcomes **District Strategic Priority:** Safety and Wellness **Etiwanda Wellness Program Goals:** Physical Fitness Testing	**For low income/foster youth, English learners, and redesignated fluent English proficient pupils:** Provide physical education teachers to elementary sites with strategies to engage all students, including at-risk and limited English proficient students, in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).	*K-5 Schools*		Shared physical education teacher at each elementary school site to coordinate physical fitness program for students and provide follow-up plan for teachers. See 3A – Goal 5.1	Shared physical education teacher at each elementary school site to coordinate physical fitness program for students and provide follow-up plan for teachers. See 3A – Goal 5.1	Shared physical education teacher at each elementary school site to coordinate physical fitness program for students and provide follow-up plan for teachers. See 3A – Goal 5.1
		For low income/foster youth, English learners, and redesignated fluent English proficient pupils: Provide shared physical education teachers with collaboration time to develop strategies to engage all students, including at-risk and limited English proficient students, in physical fitness and meet minimum requirements for healthy fitness zones as determined by the	*K-5 Schools*		Provide collaboration time for shared Physical Education teachers and instructional aides. See 3A – Goal 5.1	Provide collaboration time for shared Physical Education teachers and instructional aides. See 3A – Goal 5.1	Provide collaboration time for shared Physical Education teachers and instructional aides. See 3A – Goal 5.1

		California Physical Fitness Test (PFT).					
5.2 Students will provide feedback and suggestions for improving student outcomes and overall performance at their schools. *4/29/14 DAC/ELAC LCAP Review 5.2 Goal added – actions developed*	**State Priority 8** Other Pupil Outcomes	**For low income/foster youth, English learners, and redesignated fluent English proficient pupils:** Administer annual student survey to students in grades 3 – 8. Use survey demographic data to verify that at-risk student groups are represented in relation to percent of population.	*LEA*		Administer annual survey to students in grades 3 – 5. Use survey demographic data to verify that at-risk student groups are represented in relation to percent of population. Use survey data to develop goals to improve student outcomes. See 3A – Goal 5.2	Administer annual survey to students in grades 3 – 5. Use survey demographic data to verify that at-risk student groups are represented in relation to percent of population. Use survey data to monitor progress towards goals and improve student outcomes. See 3A – Goal 5.2	Administer annual survey to students in grades 3 – 5. Use survey demographic data to verify that at-risk student groups are represented in relation to percent of population. Use survey data to monitor progress towards goals improve student outcomes. See 3A – Goal 5.2

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
6.1 Administer annual Parent online/paper-based survey administered during peak parent engagement time to all parents. *4/29/14 LCAP Community Forum 6.1 Goal updated*	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement	<u>For low income/foster youth pupils:</u> Provide paper-based and online access to annual Parent survey	*LEA*		Provide paper-based and online access to annual Parent survey $500 * .37 * .5 = $93 for additional administration Funding Source – LCFF Budget Object – 4000	Provide paper-based and online access to annual Parent survey $500 * .37 * .5 = $93 for additional administration Funding Source – LCFF Budget Object – 4000	Provide paper-based and online access to annual Parent survey $500 * .37 * .5 = $93 for additional administration Funding Source – LCFF Budget Object – 4000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide Parent survey invitation letter in primary language for schools with over 15% English learner student group.	*LEA*		Provide Parent survey in primary language for schools with over 15% English learner student groups $500 * .37 * .5 = $93 for additional administration Funding Source – LCFF Budget Object – 4000	Provide Parent survey in primary language for schools with over 15% English learner student groups $500 * .37 * .5 = $93 for additional administration Funding Source – LCFF Budget Object – 4000	Provide Parent survey in primary language for schools with over 15% English learner student groups $500 * .37 * .5 = $93 for additional administration Funding Source – LCFF Budget Object – 4000
6.2 Promote input from under-represented families through a survey that targets input from under-represented student group parents.	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement	<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Administer separate annual Special Populations Parent survey to families that represent at-risk student groups to assess progress towards meeting LCAP and instructional goals	*LEA*		Administer Special Populations survey to all low income, foster youth, EL and RFEP families $500 for additional administration Funding Source – LCFF Budget Object - 4000	Administer Special Populations survey to all low income, foster youth, EL and RFEP families $500 for additional administration Funding Source – LCFF Budget Object - 4000	Administer Special Populations survey to all low income, foster youth, EL and RFEP families $500 for additional administration Funding Source – LCFF Budget Object - 4000

6.3 Promote parent participation in school programs and activities.	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement	<u>For low income/foster youth pupils:</u> Communicate with families about school programs and progress through a variety of avenues.	*LEA*		Support schools in identifying additional avenues of communication with low income/foster youth families about school programs and student progress. $1,000 for outreach possibilities. Funding Source – LCFF Budget Object – 4000, 5000	Support schools in identifying additional avenues of communication with low income/foster youth families about school programs and student progress. $1,000 for outreach possibilities. Funding Source – LCFF Budget Object – 4000, 5000	Support schools in identifying additional avenues of communication with low income/foster youth families about school programs and student progress. $1,000 for outreach possibilities. Funding Source – LCFF Budget Object – 4000, 5000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Communicate with families about school programs and progress through primary language and a variety of venues.	*LEA*		Translate home-to-school communications about school programs and progress in primary language when student language group exceeds 15% of student population $2,000 for translation services Funding Source – LCFF Budget Object - 5000	Translate home-to-school communications about school programs and progress in primary language when student language group exceeds 15% of student population $2,000 for translation services Funding Source – LCFF Budget Object - 5000	Translate home-to-school communications about school programs and progress in primary language when student language group exceeds 15% of student population $2,000 for translation services Funding Source – LCFF Budget Object - 5000
6.4 Provide school administrators with strategies and support for engaging parents in school community. *4/29/14 LCAP Community Forum 6.4 Goal and actions added*.	**State Priority 3** Parent Involvement **District Strategic Priority:** Parent Involvement	<u>For low income/foster youth pupils,</u> <u>English learners and redesignated fluent English proficient pupils:</u> Director of Pupil Services will provide schools with strategies and support for engaging parents of low income, foster youth, EL/RFEP student families in school community.	*LEA*		Director of Pupil Services will provide schools with strategies and support for engaging at-risk student group parents in school community $110,000/7*.37 = $5,900 of additional salary towards parent engagement for low income / foster youth and EL/RFEP families Funding Source – LCFF Budget Object - 1000	Director of Pupil Services will provide schools with strategies and support for engaging at-risk student group parents in school community $110,000/7*.37 = $5,900 of additional salary towards parent engagement for low income / foster youth and EL/RFEP families Funding Source – LCFF Budget Object - 1000	Director of Pupil Services will provide schools with strategies and support for engaging at-risk student group parents in school community $110,000/7*.37 = $5,900 of additional salary towards parent engagement for low income / foster youth and EL/RFEP families Funding Source – LCFF Budget Object - 1000

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
7.1 Maintain high attendance rates for all students, including under-performing student groups. *4/29/14 LCAP Community Forum 7.1 Actions updated to reflect new staffing criteria for Academic Advisors*	**State Priority 5** Pupil Engagement	<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Provide Academic Advisors at intermediate schools to meet with at-risk students and parents.	*Intermediate Schools*		Provide Academic Advisors at intermediate schools to support at-risk students and parents for schools with enrollment of more than 35% unduplicated pupils. $3,000 for additional Academic Advisor support Funding Source – LCFF Budget Object - 1000	Provide Academic Advisors at intermediate schools to support at-risk students and parents for schools with enrollment of more than 35% unduplicated pupils. $3,000 for additional Academic Advisor support Funding Source – LCFF Budget Object - 1000	Provide Academic Advisors at intermediate schools to support at-risk students and parents for schools with enrollment of more than 35% unduplicated pupils. $3,000 for additional Academic Advisor support Funding Source – LCFF Budget Object - 1000
		<u>For low income/foster youth pupils:</u> Hire a Director of Pupil Services to coordinate services to maximize student welfare and attendance and minimize truancy and dropout rates.	*LEA*		Provide professional development and support to school site administrators and staff who are accountable for positive school attendance for low income and foster youth students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Provide professional development and support to school site administrators and staff who are accountable for positive school attendance for low income and foster youth students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Provide professional development and support to school site administrators and staff who are accountable for positive school attendance for low income and foster youth students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000
7.2 Plan and develop activities that engage students and their families in their schools.	**State Priority 5** Pupil Engagement **State Priority 6** School Climate	<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Increase the number of after school programs and athletics to engage students in the school day	*LEA*		Support schools in identifying opportunities to increase the number of after school programs and/or athletic activities. $3,000 support for additional after school programs. Funding Source – LCFF	Support schools in identifying opportunities to increase the number of after school programs and/or athletic activities. $3,000 support for additional after school programs. Funding Source – LCFF	Support schools in identifying opportunities to increase the number of after school programs and/or athletic activities. $3,000 support for additional after school programs. Funding Source – LCFF

4/29/14 LCAP Community Forum 7.2 Goal updated – Director of Pupil Services					Budget Object – 1000, 2000	Budget Object – 1000, 2000	Budget Object – 1000, 2000
		For low income/foster youth, English learners and redesignated fluent English proficient pupils: Provide multiple avenues for parent involvement at each school site.	*LEA*		Support schools in identifying ways to increase parent involvement for low income, foster youth, and EL families. $3,000 support for additional parent involvement programs. Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying ways to increase parent involvement for low income, foster youth, and EL families. $3,000 support for additional parent involvement programs. Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying ways to increase parent involvement for low income, foster youth, and families. $3,000 support for additional parent involvement programs. Funding Source – LCFF Budget Object – 1000, 2000
		For low income/foster youth, English learners and redesignated fluent English proficient pupils: Hire a Director of Pupil Services Attendance to coordinate services to maximize parent engagement.	*LEA*		Provide outreach services to families of state identified subgroups to increase parent engagement. $2,000 to support services for subgroups. Funding Source – LCFF Budget Object – 1000, 2000	Provide outreach services to families of state identified subgroups to increase parent engagement. $2,000 to support services for subgroups. Funding Source – LCFF Budget Object – 1000, 2000	Provide outreach services to families of state identified subgroups to increase parent engagement. $2,000 to support services for subgroups. Funding Source – LCFF Budget Object – 1000, 2000
		For low income/foster youth, English learners and redesignated fluent English proficient pupils: Encourage schools to include low income, foster youth, and EL students in Rachel's Challenge *Friends of Rachel* (FOR) Club at each intermediate school to engage all students in a positive school climate.	*Intermediate Schools*		Support schools in including low income, foster youth and EL students in Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school. $2,000 to support Rachel's Challenge Funding Source – LCFF Budget Object - 5000	Support schools in including low income, foster youth and EL students in Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school. $2,000 to support Rachel's Challenge Funding Source – LCFF Budget Object - 5000	Support schools in including low income, foster youth and EL students in Rachel's Challenge *Friends of Rachel* (FOR) at each intermediate school. $2,000 to support Rachel's Challenge Funding Source – LCFF Budget Object - 5000

7.3 Reduce chronic absenteeism *4/29/14 DAC/ELAC LCAP Review 7.3 Actions updated to reflect new staffing criteria for Academic Advisors* *5/13/14 LCAP Community Meeting 7.3 Action added to decrease chronic absenteeism (ELD instruction)*	**State Priority 5** Pupil Engagement	<u>For low income/foster youth pupils:</u> Hire Director of Pupil Services and Attendance to support schools in expanding other means of correction for students with behavior problems.	*LEA*		Support schools in establishing effective positive behavior interventions and other means of correction for low income and foster youth students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Support schools in establishing effective positive behavior interventions and other means of correction for low income and foster youth students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Support schools in establishing effective positive behavior interventions and other means of correction for low income and foster youth students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000
		<u>For low income/foster youth pupils:</u> Increase the number of after school programs and athletics to engage students in the school day	*Intermediate Schools*		Support schools in identifying opportunities to increase before or after school athletic programs for students at intermediate school sites. $3,000 support for additional after school programs. Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying opportunities to increase before or after school athletic programs for students at intermediate school sites. $3,000 support for additional after school programs. Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying opportunities to increase before or after school athletic programs for students at intermediate school sites. $3,000 support for additional after school programs. Funding Source – LCFF Budget Object – 1000, 2000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Provide English Language Development (ELD) during Universal Access time at all schools.	*LEA*		Provide English Language Development (ELD) during Universal Access time at all schools. See 3B – Goal 4.5	Provide English Language Development (ELD) during Universal Access time at all schools. See 3B – Goal 4.5	Provide English Language Development (ELD) during Universal Access time at all schools. See 3B – Goal 4.5
		<u>For low income, foster youth, English learners and redesignated fluent English proficient pupils:</u> Provide Academic Advisors to intermediate schools to monitor and support at-risk and EL student attendance	*Intermediate Schools*		Provide Academic Advisors to intermediate schools to monitor and support at-risk and EL student attendance to maximize positive attendance at schools with enrollment of more than 35% unduplicated pupils.	Provide Academic Advisors to intermediate schools to monitor and support at-risk and EL student attendance to maximize positive attendance at schools with enrollment of more than 35% unduplicated pupils.	Provide Academic Advisors to intermediate schools to monitor and support at-risk and EL students attendance to maximize positive attendance at schools with enrollment of more than 35% unduplicated pupils.

		to maximize positive attendance.			See 3B – Goal 4.2	See 3B – Goal 4.2	See 3B – Goal 4.2
7.4 Reduce middle school drop-out rates. *4/29/14 DAC/ELAC LCAP Review 7.4 Actions updated to new staffing criteria for Academic Advisors*	**State Priority 5** Pupil Engagement	<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Provide Academic Advisors at intermediate schools to meet with at-risk students and parents	*Intermediate Schools*		Provide Academic Advisors at intermediate schools to support at-risk students and their families at schools with enrollment of more than 35% unduplicated pupils. See 3B – Goal 4.2	Provide Academic Advisors at intermediate schools to support at-risk students and their families at schools with enrollment of more than 35% unduplicated pupils. See 3B – Goal 4.2	Provide Academic Advisors at intermediate schools to support at-risk students and their families at schools with enrollment of more than 35% unduplicated pupils. See 3B – Goal 4.2
		<u>For low income/foster youth pupils:</u> Hire Director of Pupil Services to expand other means of correction for students with behavior problems and coordinate Alternative Studies Program.	*Intermediate Schools*		Implement positive behavior intervention and support to schools students at-risk of dropping out of school. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Implement positive behavior intervention and support to schools students at-risk of dropping out of school. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Implement positive behavior intervention and support to schools students at-risk of dropping out of school. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000
		<u>For English learners and redesignated fluent English proficient pupils:</u> Utilize Student Study Team support for English Learner students who are not making progress towards English proficiency.	*LEA*		Support schools in establishing effective Student Study Team (SST) and Response to Intervention (RtI) practices. (Director of Pupil Services and Program Specialist EL/Title I) $5,300 Program Specialist EL / Title I Funding Source – LCFF & Title I Budget Object - 1000	Support schools in establishing effective Student Study Team (SST) and Response to Intervention (RtI) practices. (Director of Pupil Services and Program Specialist EL/Title I) $5,300 Program Specialist EL / Title I Funding Source – LCFF & Title I Budget Object - 1000	Support schools in establishing effective Student Study Team (SST) and Response to Intervention (RtI) practices. (Director of Pupil Services and Program Specialist EL/Title I) $5,300 Program Specialist EL / Title I Funding Source – LCFF & Title I Budget Object - 1000
7.5 Reduce the	**State Priority 5**	<u>For low income/foster youth, English learners and redesignated fluent English</u>	*Intermediate Schools*		Provide Academic Advisors at intermediate schools with enrollment of more	Provide Academic Advisors at intermediate schools with enrollment of more than	Provide Academic Advisors at intermediate schools with enrollment of more than

number of social promotions from eighth grade to high school. *4/29/14 DAC/ELAC LCAP Review 7.5 Actions updated to new staffing criteria for Academic Advisors*	Pupil Engagement	<u>proficient pupils:</u> Provide Academic Advisors at intermediate schools to support students who at-risk of social promotion.			than 35% unduplicated pupils to support low income, foster youth, and EL students who are at-risk of social promotion See 3B – Goal 4.2	35% unduplicated pupils to support low income, foster youth, and EL students who are at-risk of social promotion See 3B – Goal 4.2	35% unduplicated pupils to support low income, foster youth, and EL students who are at-risk of social promotion See 3B – Goal 4.2
7.6 Administer annual Student Survey in Grades 3 – 8. *4/29/14 LCAP Community Forum* *7.6 Goal and actions added*	**State Priority 5** Pupil Engagement	<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Administer annual Student survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals for unduplicated pupil student groups.	*LEA*		Support schools in engaging unduplicated pupils in annual Student survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals for unduplicated pupil student groups. See 3B – Goal 5.2	Support schools in engaging unduplicated pupils in annual Student survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals for unduplicated pupil student groups. See 3B – Goal 5.2	Support schools in engaging unduplicated pupils in annual Student survey aligned with state priorities. Use assessment data to assess school climate and progress towards meeting LCAP and instructional goals for unduplicated pupil student groups. See 3B – Goal 5.2

Goal Include and identify all goals from Section 2	Related State and Local Priorities from Section 2	Actions and Services	Level of Service Indicate if school-wide or LEA-wide	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
8.1 Reduce the rate of suspensions through, counseling, academic intervention and positive behavior support. *4/29/14 LCAP Community Forum 8.1 Revised criteria for Academic Advisors to unduplicated pupils*	**State Priority 6** School Climate **State Priority 5** Pupil Engagement	<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Provide Academic Advisors at intermediate schools to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students.	*Interm. Schools*		Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students. See 3B – Goal 4.2	Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students. See 3B – Goal 4.2	Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students. See 3B – Goal 4.2
		<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Hire a Director of Pupil Services to coordinate services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline and attendance issues for low income, foster youth, and EL students.	*LEA*		Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline ad attendance problems for low income, foster youth, and EL students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline ad attendance problems for low income, foster youth, and EL students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline ad attendance problems for low income, foster youth, and EL students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000
8.2 Reduce the rate of expulsions through	**State Priority 6** School Climate	<u>For low income/foster youth pupils:</u> Implement positive behavior intervention and supports and Response to	*LEA*		Implement positive behavior intervention and supports and Response to Intervention (RtI) See 3A – Goal 8.1	Implement positive behavior intervention and supports and Response to Intervention (RtI) See 3A – Goal 8.1	Implement positive behavior intervention and supports and Response to Intervention (RtI) See 3A – Goal 8.1

counseling, academic intervention and positive behavior support. *4/29/14 LCAP Community Forum 8.2 Revised criteria for Academic Advisors to unduplicated pupils*	**State Priority 5** Pupil Engagement	Intervention (RtI)					
		<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Provide Academic Advisors at intermediate schools to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students.	*Interm. Schools*		Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students. See 3B – Goal 4.2	Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students. See 3B – Goal 4.2	Provide Academic Advisors at intermediate schools with enrollment of more than 35% unduplicated pupils to support students with alternative solutions for discipline and attendance issues for low income, foster youth, and EL students. See 3B – Goal 4.2
		<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Hire a Director of Pupil Services to coordinate services throughout the District to manage outreach services and provide support to schools for alternative solutions for discipline ad attendance problems for low income, foster youth, and EL students.	*LEA*		Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline ad attendance problems for low income, foster youth, and EL students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline ad attendance problems for low income, foster youth, and EL students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services manages outreach services and provides support to schools for alternative solutions for discipline ad attendance problems for low income, foster youth, and EL students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000
8.3 Reduce incidents of bullying	**State Priority 6** School Climate **State Priority 5** Pupil	<u>For low income/foster youth pupils:</u> Support schools in providing LI and FY students with opportunities for leadership roles in bully prevention program.	*LEA*		Support schools in providing LI and FY students with opportunities for leadership roles in bully prevention program. $16,000*.5*.37 = $2,960 Funding Source – LCFF Budget Object – 4000, 5000	Support schools in providing LI and FY students with opportunities for leadership roles in bully prevention program. $16,000*.5*.37 = $2,960 Funding Source – LCFF Budget Object – 4000, 5000	Support schools in providing LI and FY students with opportunities for leadership roles in bully prevention program. $16,000*.5*.37 = $2,960 Funding Source – LCFF Budget Object – 4000, 5000

	Engagement	<u>For English learners and redesignated fluent English proficient pupils:</u> Support schools in providing EL and RFEP students with opportunities for leadership roles in bully prevention program.	*LEA*		Support schools in providing EL and RFEP students with opportunities for leadership roles in bully prevention program. $16,000*.5*.37 = $2,960 Funding Source – LCFF Budget Object – 4000, 5000	Support schools in providing EL and RFEP students with opportunities for leadership roles in bully prevention program. $16,000*.5*.37 = $2,960 Funding Source – LCFF Budget Object – 4000, 5000	Support schools in providing EL and RFEP students with opportunities for leadership roles in bully prevention program. $16,000*.5*.37 = $2,960 Funding Source – LCFF Budget Object – 4000, 5000
		<u>For low income/foster youth, English learners and redesignated fluent English proficient pupils:</u> Hire a Director of Pupil Services to coordinate services throughout the District to support schools in investigating report of bullying and manage student disciplinary procedures for low income foster youth, and EL students.	*LEA*		Director of Pupil Services coordinates services throughout the District to support schools in the bully incident investigation process and manage student disciplinary procedures for low income foster youth, and EL students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services coordinates services throughout the District to support schools in the bully incident investigation process and manage student disciplinary procedures for low income foster youth, and EL students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000	Director of Pupil Services coordinates services throughout the District to support schools in the bully incident investigation process and manage student disciplinary procedures for low income foster youth, and EL students. $110,000/7*.37 = $5,900 of Director of Pupil Services Salary Funding Source – LCFF Budget Object - 1000
8.4 Increase the number and ways parents can volunteer at their child's school. *4/29/14*	**State Priority 6** School Climate **District Strategic Priority:** Parent	<u>For low income/foster youth pupils:</u> Increase efforts to promote parent participation in before, during, or after school programs.	*LEA*		Support schools in identifying opportunities to increase engagement of parents of low income and foster youth students. $300 for additional dialer and communication support. Funding Source – LCFF Budget Object - 5000	Support schools in identifying opportunities to increase engagement of parents of low income and foster youth students. $300 for additional dialer and communication support. Funding Source – LCFF Budget Object - 5000	Support schools in identifying opportunities to increase engagement of parents of low income and foster youth students. $300 for additional dialer and communication support. Funding Source – LCFF Budget Object - 5000

LCAP Community Forum 8.4 Revised action to include volunteer opportunities during the school day	Involvement	For English learners and redesignated fluent English proficient pupils: Increase efforts to promote parent participation in before, during, or after school programs.	*LEA*		Support schools in identifying opportunities to increase engagement of parents of EL students. $1600 for additional EL parent engagement. Funding Source – LCFF Budget Object - 4000	Support schools in identifying opportunities to increase engagement of parents of EL students. $1600 for additional EL parent engagement. Funding Source – LCFF Budget Object - 4000	Support schools in identifying opportunities to increase engagement of parents of EL students. $1600 for additional EL parent engagement. Funding Source – LCFF Budget Object - 4000
8.5 Expand the use of school libraries.	**State Priority 6** School Climate **State Priority 5** Pupil Engagement **District Strategic Priority:** Parent Involvement	For low income/foster youth pupils: Increase the number of high interest low readability books available in the school libraries	*LEA*		Increase the number of high interest low readability books available in the school libraries $8,000 for additional books Funding Source – LCFF Budget Object - 4000	Increase the number of high interest low readability books available in the school libraries $8,000 for additional books Funding Source – LCFF Budget Object - 4000	Increase the number of high interest low readability books available in the school libraries $8,000 for additional books Funding Source – LCFF Budget Object - 4000
		For English learners and redesignated fluent English proficient pupils: Increase the number of primary language books available to students	*LEA*		Increase the number of primary language books available to students $8,000 for additional books Funding Source – LCFF Budget Object - 4000	Increase the number of primary language books available to students $8,000 for additional books Funding Source – LCFF Budget Object - 4000	Increase the number of primary language books available to students $8,000 for additional books Funding Source – LCFF Budget Object - 4000
8.6 Maintain home to school communication and explore ways to expand communication	**State Priority 6** School Climate **State Priority 5** Pupil Engagement	For low income/foster youth pupils: Encourage parent participation in Parent Surveys and other stakeholder input opportunities.	*LEA*		Support schools in identifying opportunities to encourage parent participation in Parent Surveys and other stakeholder input. $3,200 for parent survey encouragement. Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying opportunities to encourage parent participation in Parent Surveys and other stakeholder input. $3,200 for parent survey encouragement. Funding Source – LCFF Budget Object – 1000, 2000	Support schools in identifying opportunities to encourage parent participation in Parent Surveys and other stakeholder input. $3,200 for parent survey encouragement. Funding Source – LCFF Budget Object – 1000, 2000

	District Strategic Priority: Community Leadership and Communication	For English learners and redesignated fluent English proficient pupils: Provide information and invitations to school programs and activities in primary language if the student group exceeds 15% of student population.	*LEA*		Provide information and invitations to school programs and activities in primary language if the student group exceeds 15% of student population. $1,500 of additional translation services Funding Source – LCFF Budget Object - 5000	Provide information and invitations to school programs and activities in primary language if the student group exceeds 15% of student population. $1,500 of additional translation services Funding Source – LCFF Budget Object - 5000	Provide information and invitations to school programs and activities in primary language if the student group exceeds 15% of student population. $1,500 of additional translation services Funding Source – LCFF Budget Object - 5000

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Etiwanda School District will receive approximately $2,365,798.00 in supplemental funding for the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). The Etiwanda School District does not qualify for concentration grant funding

A review of the District's needs and metrics, along with stakeholder input, determined that spending of $2,365,798.00 in supplemental grant funding for the following services and programs would be the most effective use of supplemental grant funds to meet the goals for unduplicated pupils in the state priority areas.

Etiwanda School District will offer a variety of services and supports specifically for English learners, low income students, and foster youth with the supplemental grant funding, including: professional development on English language development (ELD), universal access and intervention materials in math and language arts, instructional technology devices, reading materials and resources in primary languages in school libraries, before/after school intervention programs, and personnel to support academic achievement, increased attendance, positive behavior, and alternative academic programs (Director of Pupil Services, Academic Advisors at intermediate schools with high levels of unduplicated pupil populations, language/literacy professional development providers, instructional technology support assistants).

The district also offers services and programs aligned with the LCAP goals that serve all students, including English learners, low income students, and foster youth, such as: fully credentialed and appropriately assigned teachers, positive behavior and support practices, extended day intervention and enrichment programs, administrative support, expanded parent engagement, designated universal access time at all schools, professional development in Common Core and student engagement practices, technology infrastructure and instruction, safe schools and facility plans, bully prevention programs, college and career readiness programs, and data management software. School-wide implementation of these services and programs will not only have an impact on the learning environment and climate of the school as a whole, but will also have increased positive impact on the unduplicated pupils.

A full list of the supplemental grant funding expenditures is aligned with the goals of the Etiwanda School District Local Control Accountability Plan and addresses the needs of our district's English learners, low income, and foster youth.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The Etiwanda School District has increased instructional services and support for English learners, low income students, and foster youth by:

100% in district administrative support for unduplicated student academic achievement, attendance, and positive behavior support;
100% in school site advisor support for unduplicated student academic achievement, attendance, and positive behavior support;
100% in the number of instructional technology devices for non-English EL student use;
100% in literacy professional development provider personnel;
25% in training for teachers in the areas of universal access, language development, instructional technology, and state standards;
100% the number of safe school and college readiness programs at intermediate school sites, and
50% in parent outreach and engagement.

The increase in services and supports will allow us to meet the 2.86% Minimum Proportionality Percentage for the 2014-15, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.